



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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## **Religious Studies**

**Paper 5**

**Christianity through a Study of  
the Gospel of Mark**

**[GRE51]**

**WEDNESDAY 15 MAY, AFTERNOON**

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# **MARK SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

**Level 1:** The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

**Level 2:** The candidate presents a clear knowledge and understanding with some development.

**Level 3:** The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

**Level 1:** The candidate presents opinion supported by one simple reason.

**Level 2:** The candidate presents opinion supported by two simple reasons or one developed reason.

**Level 3:** The candidate presents a well-argued response with evidence of informed insights.

### **Quality of written communication**

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

**Level 2 (Limited):** The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

**Level 3 (Good):** A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

**Level 4 (Very good):** Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

**Level 5 (Excellent):** The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

**Section A**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 Parables and the Kingdom of God**

**(a) (i) Why did Jesus use parables?**

Jesus used parables to teach them many things (Mark 4: 2)  
(AO1) [1]

**(ii) In the Parable of the Sower what happened to the seed that fell on the path?**

Birds came and ate it up (Mark 4: 5)  
(AO1) [1]

**(iii) In the Parable of the Sower what happened to the seed that fell among thorn bushes?**

They grew up and choked the plant which did not produce any corn  
(Mark 4: 7)  
(AO1) [1]

**(iv) Where did Jesus say you must not put a lamp?**

Under a bowl or under a bed (Mark 4:21)  
(AO1) [1]

**(v) What type of seed did Jesus say was the smallest seed in the world?**

A mustard seed (Mark 4:31)  
(AO1) [1]

**(b) Explain the meaning of the Parable of the Sower.**

**Target: Knowledge and understanding of the meaning of the Parable of the Sower.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- A man sows' seeds and it falls on four different grounds. The seed represents the Gospel – the good news of God's kingdom.
- Some seeds fall on the path, where it is eaten by birds, representing those who hear the gospel but do not respond to the call.
- Other seeds fall on the rocky ground where there is little soil, the seeds sprout quickly with shallow roots so when the sun comes up it dries out the plant and it dies – representing those who are excited at first but later lose enthusiasm.
- Some seeds fall in the thorn bushes, which grew up and choked the plants, so they bore no grain – representing those people who hear the gospel but are too absorbed in everyday worries to respond.
- But some seeds fell on the good soil and the plants grew and some had 60 grains, others one hundred – representing those who hear the gospel and respond, making it central to their lives.

Accept valid alternatives  
(AO1)

[5]

- (c) **“The Kingdom of God should be open to everyone.”**  
**Do you agree with this statement? Give reasons for your answer.**

**Target: An evaluation of who should obtain entry into God's kingdom.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- God's Kingdom should always be open to everyone, God is the only judge.
- God is a loving and compassionate God.
- Everyone deserves a chance to repent and seek entry into God's kingdom.
- Everyone deserves the opportunity to enter God's kingdom even though not everyone may accept.

On the other hand:

- God's kingdom should remain a special place for those who have accepted God as their king and have put the needs of others first.
- Only people who have received baptism are members of God's kingdom.
- There are a lot of evil people in the world who do not deserve the opportunity to enter God's kingdom.

Accept valid alternatives  
(AO2)

[5]

15

## 2 Discipleship

AVAILABLE  
MARKS

**(a) (i) Name two of the twelve disciples.**

Simon (Peter), James, John, Andrew, Philip, Bartholomew, Matthew, Thomas, James son of Alphaeus, Thaddaeus, Simon the Patriot and Judas Iscariot. (Mark 3:16–18)

(AO1) [2]

**(ii) Name one thing Jesus ordered his disciples not to take with them on their mission.**

- Bread
- Beggar bags
- Money in your pockets
- An extra shirt. (Mark 6:8–9)

(AO1) [1]

**(iii) What did Jesus give his disciples authority over?**

Evil Spirits (Mark 6: 7)

(AO1) [1]

**(iv) Why did Jesus praise the widow at the Temple Treasury?**

“She is poor and put in all she had – she gave all she had to live on”  
(Mark 12: 44)

(AO1) [1]

**(b) Do you think it is all right for Christians to be wealthy?  
Do you agree with this statement? Give reasons for your answer.**

**Target: Analysis of wealth and materialism impacting on the life of a Christian.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Money is only bad if you make it your idol.
- Christians should be willing to share their possessions, like the early Christians.
- Kingdom values put serving God above money.

- Some people today take vows of poverty in their service of God (such as monks and nuns) and many others do not pursue personal wealth but the service of others.
- Being wealthy does not make you a bad person, you can still show love to God and love to neighbour.

On the other hand:

- Many believe love of money is the root of all evil, it can lead to unchristian characteristics such as greed, exploitation, corruption and selfishness.
- Those who believe money is important often lose faith and trust in God.
- Riches can distract people from their core values.

Accept valid alternatives  
(AO2)

[5]

- (c) **“The rewards of discipleship are far greater than the cost.”**  
**Do you agree with this statement? Give reasons for your answer.**

**Target: Evaluation of the reward of discipleship in comparison to the cost of discipleship.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Jesus promised that the rewards of discipleship were far greater than the costs.
- Jesus informed Peter that anyone who sacrifices themselves for the Gospel values will receive hundred times more. The reward of discipleship is eternal life.
- Jesus said that those who put themselves last will always be first.
- People who make sacrifices and put the needs of others first, receive satisfaction from within.

On the other hand:

- The cost of discipleship requires a person to be selfless and not selfish. It means pursuing a life that focuses on what they can do for others rather than acquiring wealth for themselves.
- For the early Christians the burden of carrying their cross meant persecution to the point of death. Today some Christians continue to be persecuted and often face death.
- Young people today may have to put up with jeers from others if they witness to their faith.

Accept valid alternatives  
(AO2)

[5]

15

### 3 Miracles: Jesus heals a boy with an evil spirit

(a) Complete the rest of this story.

Target: Knowledge of Mark 9:19–29

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

#### Mark 9:19–29

GNB	NIV	RSV
<p><sup>19</sup> Jesus said to them, “How unbelieving you people are! How long must I stay with you? How long do I have to put up with you? Bring the boy to me!” <sup>20</sup> They brought him to Jesus. As soon as the spirit saw Jesus, it threw the boy into a fit, so that he fell on the ground and rolled around, foaming at the mouth. <sup>21</sup> “How long has he been like this?” Jesus asked the father. “Ever since he was a child,” he replied. <sup>22</sup> “Many times the evil spirit has tried to kill him by throwing him in the fire and into water. Have pity on us and help us, if you possibly can!”</p>	<p><sup>19</sup> ‘You unbelieving generation,’ Jesus replied, ‘how long shall I stay with you? How long shall I put up with you? Bring the boy to me.’ <sup>20</sup> So they brought him. When the spirit saw Jesus, it immediately threw the boy into a convulsion. He fell to the ground and rolled around, foaming at the mouth. <sup>21</sup> Jesus asked the boy’s father, ‘How long has he been like this?’ ‘From childhood,’ he answered. <sup>22</sup> ‘It has often thrown him into fire or water to kill him. But if you can do anything, take pity on us and help us.’</p>	<p><sup>19</sup> And he answered them, “O faithless generation, how long am I to be with you? How long am I to bear with you? Bring him to me.” <sup>20</sup> And they brought the boy to him; and when the spirit saw him, immediately it convulsed the boy, and he fell on the ground and rolled about, foaming at the mouth. <sup>21</sup> And Jesus asked his father, “How long has he had this?” And he said, “From childhood. <sup>22</sup> And it has often cast him into the fire and into the water, to destroy him; but if you can do anything, have pity on us and help us.”</p>

AVAILABLE  
MARKS

<p><sup>23</sup> “Yes,” said Jesus, “if you yourself can! Everything is possible for the person who has faith.”  <sup>24</sup> The father at once cried out, “I do have faith, but not enough. Help me have more!”  <sup>25</sup> Jesus noticed that the crowd was closing in on them, so he gave a command to the evil spirit. “Deaf and dumb spirit,” he said, “I order you to come out of the boy and never go into him again!”  <sup>26</sup> The spirit screamed, threw the boy into a bad fit, and came out. The boy looked like a corpse, and everyone said, “He is dead!”  <sup>27</sup> But Jesus took the boy by the hand and helped him rise, and he stood up.  <sup>28</sup> After Jesus had gone indoors, his disciples asked him privately, “Why couldn’t we drive the spirit out?”  <sup>29</sup> “Only prayer can drive this kind out,” answered Jesus; “nothing else can.”</p>	<p><sup>23</sup> “‘If you can?’” said Jesus. ‘Everything is possible for one who believes.’  <sup>24</sup> Immediately the boy’s father exclaimed, ‘I do believe; help me overcome my unbelief!’  <sup>25</sup> When Jesus saw that a crowd was running to the scene, he rebuked the impure spirit. ‘You deaf and mute spirit,’ he said, ‘I command you, come out of him and never enter him again.’  <sup>26</sup> The spirit shrieked, convulsed him violently and came out. The boy looked so much like a corpse that many said, ‘He’s dead.’  <sup>27</sup> But Jesus took him by the hand and lifted him to his feet, and he stood up.  <sup>28</sup> After Jesus had gone indoors, his disciples asked him privately, ‘Why couldn’t we drive it out?’  <sup>29</sup> He replied, ‘This kind can come out only by prayer.’</p>	<p><sup>23</sup> And Jesus said to him, “If you can! All things are possible to him who believes.”  <sup>24</sup> Immediately the father of the child cried out and said, “I believe; help my unbelief!”  <sup>25</sup> And when Jesus saw that a crowd came running together, he rebuked the unclean spirit, saying to it, “You dumb and deaf spirit, I command you, come out of him, and never enter him again.”  <sup>26</sup> And after crying out and convulsing him terribly, it came out, and the boy was like a corpse; so that most of them said, “He is dead.”  <sup>27</sup> But Jesus took him by the hand and lifted him up, and he arose.  <sup>28</sup> And when he had entered the house, his disciples asked him privately, “Why could we not cast it out?”  <sup>29</sup> And he said to them, “This kind cannot be driven out by anything but prayer.”</p>
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(AO1)

[5]

AVAILABLE MARKS

(b) Explain what can be learnt from the attitude of the boy's father in this story.

AVAILABLE  
MARKS

**Target: Knowledge and understanding of the attitude of the boy's father.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- He showed determination and was not willing to give up in the face of adversity.
- He knew his faith was weak however he was seeking more faith through prayer.
- Prayer strengthens one's relationship with God. Prayer increases faith and faith leads to miracles.
- The boy's father showed a sense of calm during a time of great stress.
- The father accepted that suffering is an integral part of life.
- Do not be afraid to seek help and to show trust in God.

Accept valid alternatives  
(AO1)

[5]

- (c) “The miracles of Jesus did not please everyone.”  
Do you agree with this statement? Give reasons for your answer.

**Target: An evaluation of Jesus’ miracles and whether they pleased everyone.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Jewish authorities were unhappy because he broke Jewish Laws by healing on the Sabbath.
- Jesus openly forgave sins, Jews believed only God could do this. This was considered blasphemous.
- Jesus healed many people especially those who were considered outcasts, e.g. Gentiles and sinners.

On the other hand:

- Those who were healed were overjoyed by the miraculous powers of Jesus. For example, the paralysed man, the bleeding woman and Jairus’ daughter.
- The miracles led people to follow Jesus. For example, Blind Bartimaeus.
- After each miracle story the crowd showed amazement and wonder.
- The miracles also pointed to the identity of Jesus.
- Large crowds always gathered around Jesus either to listen to his teachings or to witness his actions.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE  
MARKS

#### 4 The Identity of Jesus

AVAILABLE  
MARKS

(a) Outline the events surrounding Peter’s declaration about Jesus at Caesarea Philippi.

Target: Knowledge of Mark 8:27–33

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level..</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Mark 8:27–33		
GNB	NIV	RSV
<p><sup>27</sup> Then Jesus and his disciples went away to the villages near Caesarea Philippi. On the way he asked them, “Tell me, who do people say I am?” <sup>28</sup> “Some say that you are John the Baptist,” they answered; “others say that you are Elijah, while others say that you are one of the prophets.” <sup>29</sup> “What about you?” he asked them. “Who do you say I am?” Peter answered, “You are the Messiah.” <sup>30</sup> Then Jesus ordered them, “Do not tell anyone about me.” <sup>31</sup> Then Jesus began to teach his disciples: “The Son of Man must suffer much and be rejected by the elders, the chief priests, and the teachers of the Law. He will be put</p>	<p><sup>27</sup> Jesus and his disciples went on to the villages around Caesarea Philippi. On the way he asked them, ‘Who do people say I am?’ <sup>28</sup> They replied, ‘Some say John the Baptist; others say Elijah; and still others, one of the prophets.’ <sup>29</sup> ‘But what about you?’ he asked. ‘Who do you say I am?’ Peter answered, ‘You are the Messiah.’ <sup>30</sup> Jesus warned them not to tell anyone about him. <sup>31</sup> He then began to teach them that the Son of Man must suffer many things and be rejected by the elders, the chief priests, and the teachers of the Law, and that he must be killed and after three days’ rise again. <sup>32</sup> He spoke plainly about this, and Peter took</p>	<p><sup>27</sup> And Jesus went on with his disciples, to the villages of Caesarea Philippi; and on the way he asked his disciples, “Who do men say that I am?” <sup>28</sup> And they told him, “John the Baptist; and others say, Elijah; and others one of the prophets.” <sup>29</sup> And he asked them, “But who do you say that I am?” Peter answered him, “You are the Christ.” <sup>30</sup> And he charged them to tell no one about him. <sup>31</sup> And he began to teach them that the Son of Man must suffer many things, and be rejected by the elders and the chief priests and the scribes, and be killed, and after three days’ rise again. <sup>32</sup> And he said this plainly. And Peter took</p>

to death, but three days later he will rise to life.” <sup>32</sup> He made this very clear to them. So, Peter took him aside and began to rebuke him. <sup>33</sup> But Jesus turned around, looked at his disciples, and rebuked Peter. “Get away from me, Satan,” he said. “Your thoughts don’t come from God but from human nature!”	him aside and began to rebuke him. <sup>33</sup> But when Jesus turned and looked at his disciples, he rebuked Peter. ‘Get behind me, Satan!’ he said. ‘You do not have in mind the concerns of God, but merely human concerns.’	him, and began to rebuke him. <sup>33</sup> But turning and seeing his disciples, he rebuked Peter, and said, “Get behind me, Satan! For you are not on the side of God, but of men”
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[5]

**(b) Do you think Messiah is an appropriate title for Jesus? Give reasons for your answer.**

**Target: Analysis of the meaning of the title Messiah.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Messiah is a Hebrew word meaning ‘anointed one’. The Greek word is Christ – so Messiah and Christ mean the same thing.
- God promised that he would send a Messiah.
- Jesus is a fulfilment of the Old Testament prophecies.
- Jesus reveals his Messianic identity to his disciples.
- Messiah is the most appropriate title for Jesus because he was chosen by God and set apart to bring about a new covenant.

On the other hand:

- The title Messiah causes problems as some people expected the Messiah to be a king and a political leader. Jesus did not fulfil their expectations.
- Some Jews expected the Messiah to be a military leader who would drive out the Romans. However, Jesus identifies himself with Isaiah’s prophecy of a ‘suffering servant’.
- Jesus kept his messianic identity a secret and preferred to call himself Son of Man.

AVAILABLE MARKS

- Son of God is the most appropriate title for Jesus because God reveals himself through Jesus.
- Saviour is an important title for Jesus because he saved humanity from sin and death.

Accept valid alternatives  
(AO2)

[5]

(c) **“Jesus was a good teacher and nothing more.”**

**Do you agree with this statement? Give reasons for your answer.**

**Target: Evaluation of the identity of Jesus.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Jesus was more than a good teacher, he was divine.
- Jesus was obedient to God and demonstrates that he is the Christ/Messiah. Jesus was the anointed one who came to free people from sin and death.
- Jesus is a saviour; the power of God works through Jesus in many ways. Jesus’ death on the cross was his ultimate sacrifice.
- Jesus is God made flesh.
- Jesus had the ability to forgive sin, this proves that he is more than just a good teacher. For example, in the story of the paralysed man, he proved to the crowd that he had the ability to forgive sins on earth.

On the other hand:

- Many people accept that Jesus was a good teacher but not divine.
- Jesus had many human attributes and performs many human actions which indicated that he was a good teacher. For example, he was compassionate, merciful and loving.
- It is clear from Mark’s gospel that Jesus was a teacher, large crowds gathered to hear him teach. Jesus was a popular man who had great charisma.
- Some of the nature miracles may have been a coincidence, e.g. the storm just happened to stop after Jesus gave his command. Not all miracle stories can be taken literally.

Accept valid alternatives  
(AO2)

[5]

AVAILABLE  
MARKS

15

**Section B**

Candidates must answer **two** questions from this section.

**AVAILABLE  
MARKS**

**5 The Death and Resurrection of Jesus**

**(a) Retell the story of Jesus’ burial.**

**Target: Knowledge of Mark 15:42–47**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

<b>Mark 15:42-47</b>		
<b>GNB</b>	<b>NIV</b>	<b>RSV</b>
<p><sup>42-43</sup> It was toward evening when Joseph of Arimathea arrived. He was a respected member of the Council, who was waiting for the coming of the Kingdom of God. It was Preparation day (that is, the day before the Sabbath), so Joseph went boldly into the presence of Pilate and asked him for the body of Jesus.</p> <p><sup>44</sup> Pilate was surprised to hear that Jesus was already dead. He called the army officer and asked him if Jesus had been dead a long time. <sup>45</sup> After hearing the officer’s report, Pilate told Joseph he could have the body.</p>	<p><sup>42</sup> It was Preparation Day (that is, the day before the Sabbath). So as evening approached, <sup>43</sup> Joseph of Arimathea, a prominent member of the Council, who was himself waiting for the kingdom of God, went boldly to Pilate and asked for Jesus’ body. <sup>44</sup> Pilate was surprised to hear that he was already dead. Summoning the centurion, he asked him if Jesus had already died.</p> <p><sup>45</sup> When he learned from the centurion that it was so, he gave the body to Joseph.</p>	<p><sup>42</sup> And when evening had come, since it was the day of Preparation, that is, the day before the sabbath, <sup>43</sup> Joseph of Arimathea, a respected member of the council, who was also himself looking for the kingdom of God, took courage and went to Pilate, and asked for the body of Jesus. <sup>44</sup> And Pilate wondered if he were already dead; and summoning the centurion, he asked him whether he was already dead. <sup>45</sup> And when he learned from the centurion that he was dead, he granted the body to Joseph.</p>

<p><sup>46</sup> Joseph bought a linen sheet, took the body down, wrapped it in the sheet, and placed it in a tomb which had been dug out of solid rock. Then he rolled a large stone across the entrance to the tomb. <sup>47</sup> Mary Magdalene and Mary the mother of Joseph were watching and saw where the body of Jesus was placed.</p>	<p><sup>46</sup> So Joseph bought some linen cloth, took down the body, wrapped it in the linen, and placed it in a tomb cut out of rock. Then he rolled a stone against the entrance of the tomb. <sup>47</sup> Mary Magdalene and Mary the mother of Joseph saw where he was laid.</p>	<p><sup>46</sup> And he bought a linen shroud, and taking him down, wrapped him in the linen shroud, and laid him in a tomb which had been hewn out of the rock; and he rolled a stone against the door of the tomb. <sup>47</sup> Mary Magdalene and Mary the mother of Joseph saw where he was laid.</p>
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(AO1)

[5]

**(b) Explain the significance of the women finding the empty tomb.**

**Target: Knowledge and understanding of the women’s role in the Resurrection.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- The women played a significant role. They became the first witnesses.
- Mark may also have wanted to contrast their faithfulness with the behaviour of the disciples, who ran away at Gethsemane.
- Women were considered second class citizens at the time of Jesus. Women however played a very important role in the ministry of Jesus.
- The women arrived at the tomb to show their love and dedication towards Jesus.

Accept valid alternatives

(AO1)

[5]

- (c) “You cannot claim to be a Christian if you do not believe in the Resurrection.”  
 Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Mark’s gospel in your answer.

**Target: Analyse and evaluate the importance of the Resurrection for Christians.**

**AVAILABLE  
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS
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Answers may include:

- Belief in the resurrection is central to Christianity as it shows that God is more powerful than sin and death.
- The resurrection shows that Jesus was who he claimed to be, the Son of God and promised Messiah.
- The resurrection gives hope to Christians as it proves that there is life after death.
- The Christian Church was formed and grew after the resurrection and ascension of Christ.

On the other hand:

- Some people do claim to be Christians and follow the teachings of Jesus but find belief in the resurrection difficult.
- What is most important is that Jesus died on the cross, paying the ultimate price for the sins of the world.
- Jesus' resurrection could be thought of as happening in a spiritual, rather than in a physical way – Jesus lives on in the hearts and minds of his followers.

Accept valid alternatives  
(AO2)

[10]

**6 The teachings of Jesus**

**(a) Describe what happened when some people brought children to Jesus.**

**Target: Knowledge of Mark 10:13–16**

AVAILABLE MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Mark 10:13-16		
GNB	NIV	RSV
<p><sup>13</sup> Some people brought children to Jesus for him to place his hands on them, but the disciples scolded the people. <sup>14</sup> When Jesus noticed this, he was angry and said to his disciples, “Let the children come to me, and do not stop them, because the Kingdom of God belongs to such as these. <sup>15</sup> I assure you that whoever does not receive the Kingdom of God like a child will never enter it.” <sup>16</sup> Then he took the children in his arms, placed his hands on each of them, and blessed them.</p>	<p>People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. <sup>14</sup> When Jesus saw this, he was indignant. He said to them, ‘Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. <sup>15</sup> Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.’ <sup>16</sup> And he took the children in his arms, placed his hands on them and blessed them.</p>	<p><sup>13</sup> And they were bringing children to him, that he might touch them; and the disciples rebuked them. <sup>14</sup> But when Jesus saw it he was indignant, and said to them, “Let the children come to me, do not hinder them; for to such belongs the kingdom of God. <sup>15</sup> Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it.” <sup>16</sup> And he took them in his arms and blessed them, laying his hands upon them.</p>

(AO1)

[5]

**(b) Explain Jesus' teaching and example on how to cope with temptation.**

**Target: Knowledge and understanding of Jesus' teaching and example on how to cope with temptation.**

**AVAILABLE  
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Jesus warns people of the judgement of hell.
- To stumble means to lose faith. Jesus explains those who lose faith will be punished.
- Jesus also explains it is the duty of every Christian to hand on the faith to children. Adults must set good examples for children to follow.
- Jesus explains that they should be willing to do all that they can to be part of the kingdom. Life in the Kingdom of God is more important than anything even the body.
- It is not wrong to be tempted, as even Jesus had to face temptation throughout his ministry.
- Resisting temptation can be a real struggle but people should not be afraid to seek help.
- Prayer helps to cope with temptation.

Accept valid alternatives

(AO1)

[5]

- (c) **“It is difficult to have faith in God today.”**  
**Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Mark’s gospel in your answer.**

**Target: Analysis and evaluation of the difficulty in having faith in God today.**

**AVAILABLE  
MARKS**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

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Answers may include:

- Today's secular society has led people to no longer believe in God or to feel the need to worship God.
- People are too busy to have faith in God as they have other commitments in their life.
- Some find it difficult to have faith in God when the world is full of suffering and conflict.
- Science and advancements in technology has led people to question their religious faith in God.

On the other hand:

- Many people still have religious beliefs and faith in God.
- There are many people who turn to God in times of suffering and despair even if they have previously lacked faith. For example, there are many people today who can relate to the father of the boy with an evil spirit (Mark 9:14–29).
- Many people are encouraged by others to have faith in God, this can be shown through love of one's neighbour (Mark 12:28–34).
- It is natural to question and have doubts.

Accept valid alternatives  
(AO2)

[10]

20

## 7 Miracles

(a) Retell the story of a man with a dreaded skin disease.

Target: Knowledge of Mark 1:40–45

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Mark 1: 40–45		
GNB	NIV	RSV
<p><sup>40</sup> A man suffering from a dreaded skin disease came to Jesus, knelt, and begged him for help. “If you want to,” he said, “you can make me clean.”</p> <p><sup>41</sup> Jesus was filled with pity, and reached out and touched him. “I do want to,” he answered. “Be clean!”</p> <p><sup>42</sup> At once the disease left the man, and he was clean.</p> <p><sup>43</sup> Then Jesus spoke sternly to him and sent him away at once, <sup>44</sup> after saying to him, “Listen, don’t tell anyone about this. But go straight to the priest and let him examine you; then to prove to everyone that you are cured, offer the sacrifice that Moses ordered.”</p>	<p><sup>40</sup> A man with leprosy came to him and begged him on his knees, ‘If you are willing, you can make me clean.’</p> <p><sup>41</sup> Jesus was indignant. He reached out his hand and touched the man. ‘I am willing,’ he said. ‘Be clean!’</p> <p><sup>42</sup> Immediately the leprosy left him and he was cleansed.</p> <p><sup>43</sup> Jesus sent him away at once with a strong warning: <sup>44</sup> ‘See that you don’t tell this to anyone. But go, show yourself to the priest and offer the sacrifices that Moses commanded for your cleansing, as a testimony to them.’</p>	<p><sup>40</sup> And a leper came to him beseeching him, and kneeling said to him, “If you will, you can make me clean.”</p> <p><sup>41</sup> Moved with pity, he stretched out his hand and touched him, and said to him, “I will; be clean.”</p> <p><sup>42</sup> And immediately the leprosy left him, and he was made clean.</p> <p><sup>43</sup> And he sternly charged him, and sent him away at once, <sup>44</sup> and said to him, “See that you say nothing to any one; but go, show yourself to the priest, and offer for your cleansing what Moses commanded, for a proof to the people.”</p>

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MARKS

<p><sup>45</sup> But the man went away and began to spread the news everywhere. Indeed, he talked so much that Jesus could not go into a town publicly. Instead, he stayed out in lonely places, and people came to him from everywhere.</p>	<p><sup>45</sup> Instead he went out and began to talk freely, spreading the news. As a result, Jesus could no longer enter a town openly but stayed outside in lonely places. Yet the people still came to him from everywhere.</p>	<p><sup>45</sup> But he went out and began to talk freely about it, and to spread the news, so that Jesus could no longer openly enter a town, but was out in the country; and people came to him from every quarter.</p>
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(AO1)

[5]

**(b) Explain why some people were marginalised from society in the time of Jesus.**

**Target: Knowledge and understanding of why some people were treated as social outcasts at the time of Jesus.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Jewish women were seen to be inferior and did not have the same rights as men, e.g. The Bleeding Woman or the Syro Phoenician Woman – both were doubly marginalised because they were not just women, one was bleeding the other a gentile.
- Outcasts/sinners were seen to be unclean, e.g. Man with Leprosy or Paralysed man.
- Some were despised because they did not keep all the rules found in the oral and written law.
- Others were shunned because they worked for the Romans, e.g. Zacchaeus the Tax Collector.

Accept valid alternatives

(AO1)

[5]

- (c) “The teaching of Jesus is more important than the miracles of Jesus.” Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Mark’s gospel in your answer.

**Target: Analysis and evaluation of the relative importance of Jesus’ teaching and his miracles.**

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Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- The teaching of Jesus provides the context for a proper understanding of his miracles.
- Reference to specific teachings from the gospel that are regarded as important, e.g. entry into the Kingdom (Mark 10:17–31).
- It is the teaching of Jesus that brought him opposition from the Scribes and Pharisees.
- The teaching of Jesus is easier to accept than belief in miracles.

On the other hand:

- The miracles of Jesus reinforced his teaching.
- Without miracles Jesus would not have attracted attention from others.
- The miracles showed that Jesus was the Son of God.
- Christianity is based on the miracle of the resurrection.

Accept valid alternatives  
(AO2)

[10]

20