



GCSE RELIGIOUS STUDIES B 8063/2B

Paper 2B Perspectives on faith (textual studies)

Mark scheme

June 2025

Version: 1.0 Final



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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 creditable 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 creditable 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 describes the way in which Jesus met the paralysed man?

[1 mark]

- A His family asked Jesus to meet him in the Temple**
- B Jesus went to visit him in his home**
- C His friends brought him to Jesus, lowering him from the roof**
- D Jesus met him in the synagogue at Capernaum**

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

Answer: C His friends brought him to Jesus, lowering him from the roof

0 1 . 2

Give two reasons why the resurrection of Jesus is important for Christians today.

[2 marks]

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

One mark for each of two correct points.

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

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

It is the basis of the Christian faith / the ultimate sign of God's power / triumph of life over death / good over evil / hope over despair / Jesus spoke the truth about himself / his prophesies were fulfilled / confirms the work of Jesus / it proves the identity of Jesus / death is not the end / comfort for the bereaved / meet loved ones again / risen with Christ in baptism / hope of eternal life / it is a great miracle / it should affect the way Christians live / it is celebrated every Sunday, etc.

0 1 . 3

Explain two contrasting beliefs in contemporary British society about why Pilate sentenced Jesus to death.

- 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:

- Some believe that Pilate sentenced Jesus to death as he had a duty to uphold Roman justice / the members of the Sanhedrin were so determined to get Jesus sentenced to death that they deliberately changed the religious charge of blasphemy against him to a political charge of treason / treason meant that Pilate had no choice but to sentence Jesus to death, etc.
- Some Christians believe that Pilate sentenced Jesus to death as he wanted to keep the peace / he could have let Jesus go free as he knew that the Sanhedrin had brought Jesus to him out of jealousy, but the Jewish leaders stirred up the crowds to have Pilate release Barabbas and to crucify Jesus / Pilate was afraid of a riot / so to calm the crowds and appease the Jewish leaders he released Barabbas and sentenced Jesus to death, etc.
- Some believe that Jesus gave Pilate no option but to sentence him to death / he had the chance to end proceedings and proclaim his innocence at both trials but he did not try to defend himself / when Pilate asked him if he was 'the King of the Jews' Jesus avoided giving a direct answer / Pilate prompted him again to answer but Jesus remained silent, etc.
- Some Christians believe that Jesus' death sentence was going to happen regardless of what part others played / eg God intended it to happen / Jesus' death was the intended outcome to save humankind / after all had Jesus decided not to go Gethsemane he might not have been arrested / and during the Last Supper he predicted that one of those eating with him would betray him / Jesus could also have regarded himself as a martyr, etc.

0 1 . 4

Explain two ways in which St Mark shows that God was present at the Transfiguration of Jesus.

You must refer to St Mark's Gospel in your answer.

[5 marks]

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

First way

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

Second way

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

Relevant and accurate reference to St Mark's Gospel – 1 mark

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

- The disciples saw Jesus' appearance change / his clothes became 'dazzling white' / in Jewish tradition such brightness was associated with 'Shekinah' – the presence of God
- The appearance of Elijah and Moses talking with Jesus / the presence of these two Old Testament figures, who were long since dead, shows that Jesus was fulfilling God's promises given to the Jews in the Law and the Prophets
- The presence of a voice from above is assumed to be God / telling the disciples that Jesus is his Son, whom he loves, and they are to listen to him / indicating the authority Jesus had as Son of God
- Peter offered to put up three shelters for Jesus, Moses and Elijah / showing that he recognised that he was in the presence of God, etc.

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

Sources of authority might include:

Mark: 9: 2–9 The Transfiguration of Jesus

Six days later, Jesus took with him Peter and James and John, and led them up a high mountain apart, by themselves. And he was transfigured before them, and his clothes became dazzling white, such as no one on earth could bleach them. And there appeared to them Elijah with Moses, who were talking with Jesus. Then Peter said to Jesus, "Rabbi, it is good for us to be here; let us make three dwellings, one for you, one for Moses, and one for Elijah." He did not know what to say, for they were terrified. Then a cloud overshadowed them, and from the cloud there came a voice, "This is my Son, the Beloved; listen to him!" Suddenly when they looked around, they saw no one with them anymore, but only Jesus. As they were coming down the mountain, he ordered them to tell no one about what they had seen, until after the Son of Man had risen from the dead.

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5

‘The conversation at Caesarea Philippi shows that ‘Messiah’ was not a good title for Jesus.’

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:

The textual reference for the conversation at Caesarea Philippi is Mark 8:27–33

Arguments in support:

- Although Jesus did not deny that he was the Messiah he sternly ordered his disciples not to tell anyone about him / Jesus understood that many Jews thought the Messiah would be a descendant from King David / a king with great wealth and power, demanding obedience and service, etc.

- Those who were oppressed wanted a political saviour / someone to set them free from Roman rule / a warrior king, etc.
- Jesus could have been in trouble with the religious leaders as it was believed the Messiah would be sent by God / claiming to be God was seen as blasphemy / it would have led to his arrest / it was too soon – as his mission was not finished, etc.
- It could have been seen as a politically dangerous title by the Romans / to believe Jesus was the Messiah would have led to misunderstandings about his role / people were expecting a military Messiah / it might have attracted unwanted attention and offers of support from those who wanted to fight against Roman rule / the Romans knew that peace in Israel was very fragile so Pilate and his officials were constantly watching for any unrest, etc.
- Other titles could be argued to be better than Messiah / eg Son of God because it was confirmed at important moments during Jesus's life / by God at Jesus' baptism and transfiguration and the centurion at the death of Jesus / Bartimaeus called Jesus Son of David when he wanted Jesus to heal his sight, etc.

Arguments in support of other views:

- The title Messiah was an appropriate one for Jesus but needed to be reinterpreted / Jesus saw himself as a different Messiah from that found in some of the scriptures and in popular Jewish thinking / he was not an earthly King so he did not want people to mix up his purpose / Jesus wanted to be seen as a peaceful Messiah, etc.
- His Messiahship was about service, not wealth or kingship (James and John) / he had come to establish the Kingdom of God / he was to achieve this by suffering and dying for others not by using force / he offered freedom to all / not from the Romans but from sin / this freedom was for everyone, Jews and Gentiles alike, etc.
- He was a suffering Messiah [Christ], not a political one / that is why he referred to himself as Son of Man in his first Passion prediction rather than Messiah / the title Son of Man was linked with the Old Testament suffering servant figure / 'the Son of Man must undergo great suffering, and be rejected by the elders, the chief priests, and the scribes, and be killed, and after three days rise again / when Peter disagreed Jesus responded, 'Get behind me, Satan!' / to Jesus, Peter probably sounded like Satan in the desert, tempting and encouraging him to believe that there might be other ways to complete his work than suffering and death, etc.
- When Peter declared him to be the Messiah, Jesus did not deny it / his order not to tell anyone about him could imply that he accepted it as a valid title for him, but he did not want others to know / this view is supported by the fact that in the trial before the Sanhedrin, Jesus replied, 'I am' when he was asked if he was the Messiah, etc.

0 2

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

0 2 . 1

Which one of the following people asked Jesus, 'What must I do to inherit eternal life?'

[1 mark]

- A The man with leprosy**
- B The rich man**
- C The widow at the treasury**
- D The woman with a haemorrhage**

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

Answer: B The rich man

0 2 . 2

Name two of the fishermen Jesus called to be his first disciples.

[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:

Simon (Peter) / Andrew / James / John

0 2 . 3

Explain two contrasting beliefs in contemporary British society about the call of Levi, a tax collector.

- 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:

- Some people find it shocking that Jesus chose a tax collector / eg tax collectors were outcasts / shunned by Jews / despised because they worked for the Romans / considered dishonest / had a reputation for charging more than necessary / had a good lifestyle / were traitors to the Jewish cause, etc.
- Some people believe that Jesus was breaking the Jewish law / becoming ritually unclean / by eating and associating with people who didn't follow the law / given Jesus was supposed to be a holy man, 'Why does he eat with tax collectors and sinners?'/ mixing and eating with tax collectors angered the Pharisees and would have been seen as totally unacceptable / Jesus claimed to be carrying out God's work, yet he was not concerned that these people were not following the religious teachings of the day or observing God's law, etc.
- Some Christians believe that the call of Levi shows Jesus' different understanding of his mission / eg he was challenging the Pharisees who saw themselves as keepers and teachers of the law / he showed he would engage with people the Pharisees scorned / he showed love and care for sinners / by bringing forgiveness and hope / 'Those who are well', etc.
- Some Christians are amazed at Levi's response to the call of Jesus, 'Follow me' / Levi's response was immediate / 'he got up and followed him' / Levi left his very lucrative job to follow Jesus as a wandering preacher, etc.

0 2 . 4 Explain two teachings about the Kingdom of God in the Parable of the Mustard Seed.

You must refer to St Mark's Gospel in your answer.

[5 marks]

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

First teaching

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

Second teaching

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

Relevant and accurate reference to St Mark's Gospel – 1 mark

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

- Jesus taught that the mustard seed is the smallest seed but the bush that grows from it is large enough for birds to nest in / Jesus was teaching that just like the mustard seed the Kingdom starts out hidden, small and insignificant but then it grows (unseen at first) and becomes a substantial size / this growth was not a result of human effort but it is a gift of God through the working of nature, etc.
- The Kingdom of God started small with Jesus and with the help of the disciples it spread over the world / Jesus taught that the mustard seed grew large enough for birds to nest in the branches / Jesus' reference to the birds nesting in the branches is an indication that the Kingdom is for all / Jews and Gentiles / everyone is welcome / this is an example of an apparently small act resulting in something large enough to change the world, etc.

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

Sources of authority might include:

Mark's Gospel: 4: 30–32 The Parable of the Mustard Seed

He also said, "With what can we compare the kingdom of God, or what parable will we use for it? It is like a mustard seed, which, when sown upon the ground, is the smallest of all the seeds on earth; yet when it is sown it grows up and becomes the greatest of all shrubs, and puts forth large branches, so that the birds of the air can make nests in its shade."

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5 'Peter sets a good example of discipleship for Christians today.'

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:

- Peter showed trust in Jesus as he responded immediately to his call / he was with Jesus at key points in his ministry / eg Jairus' daughter / the transfiguration / Gethsemane / he was one of the inner three / he showed self-sacrifice, he declared that the disciples had left everything to follow Jesus, etc.
- Peter seems to have been the spokesman for the disciples / at Caesarea Philippi he may have been answering for the group when Jesus asked them who they thought he was / it was Peter who first recognised Jesus as the Messiah (Christ) / he questioned the need for Jesus' suffering and death / he wanted to honour Jesus at the transfiguration by offering to build three booths on the mountain for Jesus, Moses and Elijah, etc.

- After the Last Supper Peter had declared that he would not desert Jesus / he followed Jesus after his arrest to the High Priest's courtyard when the other disciples ran away / he suffered greatly after denying that he knew Jesus / he broke down in tears, etc.
- The man at the tomb told the women to tell Peter that Jesus had gone to Galilee / he had been singled out to receive Jesus' message, etc.
- Peter was essential to the future of the Church / following the Resurrection of Jesus, Peter became the leader of the apostles / the 'rock' on which the Christian Church was built / he was the first Pope, etc.
- Peter's memories of the time he spent with Jesus were used by Mark when he wrote his Gospel / he is mentioned more times in Mark's Gospel than any other disciple, etc.
- Peter's commitment is a good example to Christian disciples today, etc.

Arguments in support of other views:

- At times Peter misunderstood Jesus' ministry / eg at the transfiguration offering to build booths for Jesus, Moses and Elijah, etc.
- Peter did not accept what Jesus said about the Son of Man having to suffer / at Caesarea Philippi Jesus said, 'Get behind me, Satan' / Peter was perhaps the cause of temptation / he did not understand what Jesus needed to do, etc.
- Peter made mistakes / eg in Gethsemane Jesus asked Peter, James and John to stay awake whilst he prayed / on three occasions Jesus returned to find them asleep / he demonstrated fear when he denied Jesus three times in the High Priest's courtyard / he failed the greatest test of discipleship / he had failed a close friend / he was afraid and hid in the upper room with the other disciples / they were told off by Jesus for not believing the reports of the resurrection / Peter only fully understood Jesus' ministry after the events of the resurrection / Peter was human, he was not perfect, etc.