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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
RS1/2 CHR  
INTRODUCTION TO CHRISTIANITY  
1345/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## AS RELIGIOUS STUDIES

### MARKING INSTRUCTIONS

#### ASSESSMENT

1. Each question is to be marked according to the stated level descriptors. In such marking, it is essential that the whole response to a part-question is read and then allocated to the level it best fits. Examiners may wish to underline significant features or make a brief comment to justify the level allocated.
2. Where a band of marks is allocated to a level, discrimination will be made with reference to the development of the response.
3. Quality of written communication is assessed as an integral part of the level descriptors; no additional weighting should be given to this factor when determining the level of response of a candidate's piece of work.
4. The standard of subject content and quality of language to be expected is that of a student midway through an A Level course. In other words, the AS standard is above GCSE but below A Level.
5. All part-answers on the examination paper should be treated equally in terms of demand and attribution of marks.
6. Where a **single** relevant statement has been made in an AO1 response, Level 1 should be awarded. However, a single relevant statement would not justify the top mark of the Level being awarded.
7. Aim to use the full mark range. Do not hesitate to award maximum marks to responses that meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.
8. It is a feature of levels of response marking that examiners are prepared to reward fully responses which are valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary **occasionally** and where this occurs examiners must indicate by a brief written explanation why their assessment does not conform to the levels of response descriptors laid down in the mark scheme.
9. Apply the principle of salvage between the two parts of a question so that due credit is given for relevant knowledge, understanding and evaluation, even if the material is misplaced.

## METHODS OF MARKING

10. The assessed level of response to each part of each question should be indicated in the left-hand margin (L1, L2, etc.) leaving the right-hand margin for the numerical award.
11. No half marks or bonus marks are to be awarded under any circumstances.
12. A ringed total, indicating the total marks gained in responses to both parts of a question, should be shown at the end of each complete answer.
13. Any written comments on scripts should be factual, preferably using the terminology found in the level descriptors. It is important that such terminology is only from the descriptor of the level awarded (e.g. *bare outline* is only applicable to AO1, Level 2). No reference should be made to the possible grade achieved and no derogatory comments should be made.
14. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
15. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
16. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

## SAMPLE SCRIPTS

17. Send ten scripts to the Principal Examiner (with **a stamped self-addressed envelope** for their return to you) by first-class letter post within 60 hours of the standardisation meeting of examiners. Please ensure that the correct postage is put on the envelopes.
18. All **three** parts of the Initial Sample record sheet should be sent to the Principal Examiner with the scripts. **Keep a record of your original marks.**
19. Write a large **S** on the front cover of each of the ten scripts you send **and** check the 'S' box on the electronic marking form by the mark awarded to each of these scripts (regardless of whether or not the mark was changed by the Principal Examiner).
20. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

## EXAMINER'S REPORT

21. A written question-by-question report on the performance of candidates, as evidenced in the scripts you have marked, should be sent to the Principal Examiner **within five days** of the stated date for completion of marking. This is **essential**, not optional. Your report is most helpful if it contains comments on frequent misunderstandings, weaknesses, common errors and questions which caused difficulties, as well as positive qualities, good practice and encouraging features. A comment that a particular question is answered well or badly is of no value unless accompanied by some specific explanation.

## GENERIC LEVEL DESCRIPTORS

Level	Units 1 and 2 AS AO1 Descriptor	Marks
<b>7</b>	A thorough answer in the time available; an accurate and relevant treatment of the topic, showing thorough knowledge and understanding. Effective use is made of well-chosen evidence and examples where appropriate. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation.	<b>30-28</b>
<b>6</b>	A fairly full answer in the time available, including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Apt use is made of evidence and examples where appropriate. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation.	<b>27-25</b>
<b>5</b>	Addresses the question; mainly accurate and largely relevant knowledge; demonstrates understanding of main ideas. Some use is made of evidence or examples where appropriate. Form and style of writing are suitable. Most of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>24-20</b>
<b>4</b>	A partially adequate treatment of the topic; mainly accurate and largely relevant knowledge; basic or patchy understanding; little use made of relevant evidence and examples. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>19-15</b>
<b>3</b>	Outline answer. Knowledge limited to basics, or low level of accuracy and or/relevance. Limited understanding. Evidence and examples lacking or barely relevant. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate.	<b>14-10</b>
<b>2</b>	A bare outline with elements of relevant accurate information showing a glimmer of understanding, or an informed answer missing the point of the question. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	<b>9-5</b>
<b>1</b>	Isolated elements of approximately accurate information loosely related to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	<b>4-1</b>
<b>0</b>	No accurate, relevant knowledge or understanding demonstrated.	<b>0</b>

<b>Level</b>	<b>Units 1 and 2 AS AO2 Descriptor</b>	<b>Marks</b>
<b>7</b>	A thorough response to issue(s) raised in the time available. Different views are analysed and evaluated. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation.	<b>15-14</b>
<b>6</b>	A fairly full response to issue(s) raised in the time available. Different views are considered, with some critical analysis or comment. The argument is adequately supported by reasoning and/or evidence. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation.	<b>13-12</b>
<b>5</b>	Addresses the main issue(s). More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. The argument is partially supported by reasoning and/or evidence. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>11-10</b>
<b>4</b>	Some grasp of the main issue(s) is shown; analysis or comment is limited. An attempt is made to construct an argument, partially supported by some reasoning and/or evidence. Little or no recognition of more than one view. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>9-7</b>
<b>3</b>	Issue(s) only partly understood and appreciated. Some limited attempt made at analysis or comment. Reasoning is simplistic and basic. Evidence is minimal. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate.	<b>6-5</b>
<b>2</b>	Some brief attempt made to address the question in a very simple way, with little understanding, analysis or reasoning. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	<b>4-3</b>
<b>1</b>	Some isolated points relevant to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	<b>2-1</b>
<b>0</b>	No valid relevant reasoning.	<b>0</b>

## GCE RELIGIOUS STUDIES (AS)

### SUMMER 2016 MARK SCHEME

#### RS1/2 CHR INTRODUCTION TO CHRISTIANITY

To be read in conjunction with the generic level descriptors provided by the chief examiner. What follows is the knowledge base according to which marks are to be allocated as described in the generic level descriptors.

- Q.1 (a) Explain why Christians believe that human beings need to be saved. [AO1 30]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

The Bible teaches that humankind was formed in the image of God. However, Adam and Eve sinned and exposed humanity to the punishment of eternal death (the Fall, the origin of the doctrine of Original Sin). This necessitated the Incarnation. Salvation is concerned with restoring the human *imago Dei*. There is a diversity of Christian views as to whether or not humans can save themselves. Yes, according to Pelagius and Armin, those who use their free will to obey Christ and perform good works will be rewarded with eternal life. No, according to Augustine and Calvin: salvation is predestined from God. Some modern theology (e.g. Liberation Theology) leans towards Arminianism, focusing more on society, less on the individual.

- (b) 'The story of the Fall is irrelevant today.' Assess this view. [AO2 15]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**For:**

It is ludicrous to believe that all the evil in the world stems from the fact that two of our ancestors ate a forbidden fruit. The story is a myth (cf. Pandora's box in Greek mythology). It is hurtful to suggest that all human beings are flawed and condemned from birth. Eve's alleged disobedience has been used by the Christian church to denigrate women.

**Against:**

The story is meant as an illustration of how people feel guilt and dissatisfaction, an awareness of being separated from God. It contains real truths about the human condition – that neither the world, with all its wars, exploitation and abuse, or the people in it, are as good as we would wish them to be. Christians believe that this hopeless condition can only be redeemed by Jesus.

- Q.2 (a) Explain the beliefs of the Anabaptist movement. [AO1 30]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

Anabaptism, led by Jacob Hutter and Menno Simons, centred on the rejection of infant baptism and encouraged the baptism of believers who had reached a mature faith. The movement did not accept that Christians who baptized infants (whether Catholic or Protestant) were Christians at all. Other beliefs included: communion restricted to baptised believers and considered to be merely a memorial rite; the church's right to govern itself, free from state interference; the strict adherence to Luther's principle of 'sola scriptura'.

- (b) 'The Anabaptist movement was a great success.'  
Assess this view. [AO2 15]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**For:**

Although they were persecuted everywhere, by the 1520s their message had spread throughout the German speaking states of Europe. Today, Baptist denominations, several of which are influential in the USA, agree with their view of baptism and church governance.

**Against:**

They had no central authority and were, therefore, divided on several issues; their ideas were extreme; in 1534 they caused serious riots in Münster; they were always outside the main stream of the Reformation.

- 3 (a) Explain the Orthodox Church's understanding of the eucharist. [AO1 30]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

The eucharist is known as the 'sacrament of sacraments', or the 'sacrament of the Church'. It is the centre of the Church's life, and is specifically connected with the Old Testament Passover meal which, at the end of his life, Christ ate with his disciples, and transformed into an act done in remembrance of his life, death and resurrection. The term 'eucharist' (thanksgiving) embraces the whole liturgy of gathering, praying, reading the Holy Scriptures and proclaiming God's Word. It is celebrated with great reverence and ceremony every Sunday and feast day. Both bread and wine are given to all members, including baptised infants, and it is believed that within them is the real presence of Christ, his true Body and Blood mystically present. The rite, however, it defies rational analysis, and is regarded as a mystery of the Kingdom of Heaven.



- (b) **‘The Orthodox eucharist is entirely biblical.’** [AO2 15]  
**Assess this view.**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**For:**

It fulfils the command of Christ at the Last Supper, ‘Do this in remembrance of me’, but the words are not taken literally. There is an emphasis on the *epiklesis*, the calling down of the Holy Spirit to imbue the bread and wine with the real presence of Christ. The rite recalls Old Testament events and symbolizes New Testament teachings about the new covenant in Christ, freedom from sin and the promise of eternal life.

**Against:**

Biblical teaching does not specify how the eucharist is to be celebrated, but it appears to have been originally a simple rite of the breaking of bread, far removed from the pomp and ceremony of such Orthodox customs processions, vestments, ornate vessels, etc.

- 4 (a) **Explain why and how Christians celebrate Christmas.** [AO1 30]

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

Christians celebrate the Incarnation, the birth of Jesus, the Son of God. Their celebrations reflect the biblical accounts in Matthew and Luke. The biblical story is reflected in Christmas readings, carols, cribs, christingle, cards; nativity plays etc. The most popular Christmas service is probably Midnight Mass which focuses on Jesus as ‘the light of the world’ (John 1). Maximum L4 if ‘why’ is not adequately explained.

- (b) **‘Christmas should be about Christ only.’** [AO2 15]  
**Assess this view.**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**For:**

Christmas = ‘Christ’s Mass’. Christians would argue that without this spiritual component, the ‘real meaning’ of Christmas is lost. Modern consumerism has corrupted the festival, and uses it for its own purposes.

**Against:**

In a pluralist society, it is fitting that people have different views of Christmas. Many think of it as a time to celebrate childhood, family, generosity, peace etc. Originally, it was a pagan mid-winter celebration which the church took over and used for its own purposes.