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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**A2 RELIGIOUS STUDIES  
RS3 CHR  
STUDIES IN CHRISTIANITY  
1348/05**

## **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.

## A2 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. Aim to use the full mark range. Do not hesitate to award maximum marks to responses which meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.

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.

5. 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

8. 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.
9. No half marks or bonus marks are to be awarded under any circumstances.
10. A ringed total, indicating the total marks gained in responses to all parts of a question, should be shown at the end of each complete answer.

11. Any written comments on scripts should be factual, using only the terminology found in the level descriptors. No reference should be made to the possible grade achieved and no derogatory comments should be made.
12. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
13. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
14. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

### **SAMPLE SCRIPTS**

15. 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. 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.**
16. 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).
17. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

### **EXAMINER'S REPORT**

18. 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. 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 as answered well or badly is of no value unless accompanied by some specific explanation.

Level	<b>Unit 3 A2 AO1 Descriptor</b>	<b>Marks for Unit 3</b>
<b>7</b>	Either in breadth or in depth, a focused, highly accurate and relevant treatment of the topic, showing thorough knowledge and mature understanding, including, where appropriate, diversity of views and/or scholarly opinion. Effective use is made of well-chosen evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated convincingly. Form and style of writing are highly 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>30-28</b>
<b>6</b>	Either in breadth or in depth, a fairly full answer including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Where appropriate, some awareness of diversity of views and/or scholarly opinion is demonstrated. Apt use is made of evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated satisfactorily. 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. Limited awareness of diversity of views and/or scholarly opinion is demonstrated. Some use is made of appropriate evidence or examples. Some knowledge and understanding of connections between elements of the course of study is evident. 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>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. Little, if any, knowledge and understanding of connections between elements of the course of study shown. Form and style of writing are suitable in some respects. 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>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>

Level	<b>Unit 3 A2 AO2 Descriptor</b>	<b>Marks for Unit 3</b>
<b>7</b>	A focused, comprehensive and mature response to issue(s). Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated perceptively. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. There may be evidence of independent thought. Relationships to the broader context and to human experience are convincingly demonstrated. 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>20-19</b>
<b>6</b>	A focused and thorough response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated. The argument is largely supported by reasoning and/or evidence, with an appropriate conclusion being drawn. Relationships to the broader context and to human experience are adequately demonstrated. 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>18-17</b>
<b>5</b>	Addresses the issue(s) raised. Different views are considered, with some appropriate analysis or comment. The argument is supported by reasoning and/or evidence. Relationships to the broader context and to human experience are attempted with partial success. 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>16-14</b>
<b>4</b>	The main point of the issue(s) is understood. An argument is presented, partially supported by reasoning and/or evidence. More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. There is little awareness of the broader context and of relationships to human experience. Form and style of writing are suitable in some respects. 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>13-10</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>9-7</b>
<b>2</b>	Some attempt made to address the question in a very simple way, with little understanding, no analysis, little reasoning, and little coherence of thought. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate	<b>6-4</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>3-1</b>
<b>0</b>	No valid relevant reasoning.	<b>0</b>

**GCE RELIGIOUS STUDIES (A2)**  
**SUMMER YEAR MARK SCHEME**  
**RS3/CHR: STUDIES IN 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) Examine ways in which the Church is ‘Christianity in action’. [AO1 30]**

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

While it has not always lived up to its principles, the Christian view of social justice is based on the idea that all people are created in God's image and have equal rights. The Church works for peaceful relationships between people, between people and God, and between people and the Earth. It does not make distinctions based on colour, class, creed, gender or sexual orientation. Traditionally, it has been the main provider of healthcare and education, and is still responsible for hundreds of hospitals and schools worldwide. It works through educating, action and advocacy. It supports work among the vulnerable, e.g. immigrants, prisoners, those dependent on drugs and alcohol, those who have no power and the oppressed. While it has always tried to care for the poor and lobbied on their behalf (cf. food banks and anti-austerity campaigns today) Liberation Theology's 'bias to the poor' has been criticised for being too Marxist. It speaks on issues in the public square, e.g. immigration, human trafficking, criminal justice reform, nuclear disarmament. It also seeks justice for God's creation by giving practical support to environmental campaigns. The World Council of Churches is presently engaged in a Pilgrimage of Justice and Peace that includes working for the reunification of the Korean Peninsula.

**(b) ‘The primary purpose of the Christian Church is to work for justice and peace.’  
Evaluate this view. [AO2 20]**

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

**For:**

New Testament teaching makes it clear that Jesus' followers must minister to those in need, and provide for their physical needs (food, clothing, shelter) as necessary and appropriate. The church is the body of Christ, doing the things that Jesus would do if he were here physically on the earth. It must seek to transform the unjust structures of society and to implement the teaching of the Sermon on the Mount.

**Against:**

Any humanitarian organisation can work for justice and peace. The church's primary mission is spiritual. It must preach the gospel; baptize and nurture new believers; teach biblical doctrine; be a place of fellowship; administer the sacraments; encourage and admonish the faithful.

**Q.2 (a) Examine the concept of Jesus as ‘the new Moses’.** [AO1 30]

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

The Gospel according to Matthew uses Mosaic typology to draw a parallel between the old covenant, represented by Moses and the exodus, and the new covenant, represented by Jesus and the cross. Throughout the Gospel, Jesus is presented as ‘the New Moses’. Just as Pharaoh killed all the Hebrew baby boys in Egypt, and only Moses is saved, so also Herod kills all the male babies in Bethlehem, and only Jesus is saved. When Moses’ life is in danger, he flees from Egypt to Israel, but returns to Egypt. When Jesus’ life is in danger, he flees from Israel to Egypt and later returns to Israel. Moses goes up to a mountain to receive the Law. Jesus goes up to a mountain to give a new Law (the Sermon on the Mount). Moses was the mediator ‘through blood’ of the old covenant. Jesus is the mediator of the new covenant, also through blood. Moses fasts for forty days and forty nights while on the mountain. Jesus fasts for forty days and forty nights in the desert, being tempted by Satan. At the end of his life, Moses commissioned Joshua to enter the land of Canaan, and promised him God’s abiding presence. At the end of his earthly ministry, Jesus commissioned his disciples to go into all the world and baptize all nations, and promised them his abiding presence. Moses was thought to have written the first five books of the Hebrew Bible (the Torah). Jesus’ teaching is contained in five speeches or extended ‘discourses’ in Matthew. Moses was considered the greatest teacher, prophet and lawgiver in the Hebrew Bible. In Matthew’s Gospel, Jesus is portrayed as a great teacher, prophet and lawgiver, even greater than Moses.

**(b) ‘It is easier to accept the portrayal of Jesus as myth than as history.’ Evaluate this view.** [AO2 20]

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

**For:**

Scholars often conclude that the Jesus of history cannot be known. There are no extra-biblical accounts of his life. The biblical record has a mythological flavour, in tune with the portrayals of Old Testament prophets, and in tune also with the ideas of incarnation, resurrection and parousia. A historical Jesus cannot return. A Jesus who is a symbol of life and goodness can be ever present in the hearts of those who believe in him.

**Against:**

From the little that we do know about the historical Jesus, it is clear that he opposed the oppressive society of his day, associated with outcasts and proclaimed a kingdom of God characterized by compassion. To dismiss this Jesus of history is to say that only his death and resurrection are of eternal value. That is Gnosticism. The risen Christ was first a crucified Jesus. He dwells in history as well as in eternity.



**Q.3 (a) Examine two of the main themes of Feminist Theology. [AO1 30]**

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

The main themes include: (i) *Patriarchal Structures*: that the accounts of Jesus' life and work have been written from a male perspective for a male dominated society. (ii) *Theological Language*: the Father/Son terminology; traditional anti-female theology; is the biblical portrayal of God exclusively male? (iii) *the Person of Christ*: what is meant by the maleness of Jesus; is it an essential or a contingent aspect of his identity? (iv) *the exclusion of women* from ecclesiastical activity. Expect at least two, with adequate examples and/or comment for L5.

**(b) 'Feminist Theology has had little impact upon the Church.' Evaluate this view. [AO2 20]**

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

**For:**

There has been a resurgence of male-dominated theology in the Orthodox, Catholic and Anglican traditions. The churches that ordain women are doing so very slowly. Feminist liberation theology is still relatively unknown. The structural oppression of women continues. Some feminist theologians have given up on Christianity.

**Against:**

The voice of women is now being heard in theological debate. There is a copious amount of competent feminist theological writing. More women are studying theology than ever before, and many churches are ordaining women as priests, and even as bishops. There is much emphasis on 'inclusive language' in worship.

**Q.4 (a) Describe the origins and growth of the Charismatic Movement.**

**[AO1 30]**

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

The term 'Charismatic renewal' was first used in 1962 to describe an international phenomenon, where mainstream churches adopt beliefs and practices similar to those of Pentecostals. Charismatics believe that Christian believers can receive the gifts of the Holy Spirit (*charismata*), as described in the New Testament, through the baptism of the Spirit, with or without the laying on of hands. These spiritual gifts are manifested in signs and wonders, and include speaking in tongues, interpretation of tongues, prophecy, healing and discernment of spirits. Among Protestants, the movement began c. 1960, among Roman Catholics c. 1967. Its beginning is usually traced to Easter 1960, when Dennis Bennet, an Anglican priest in California, experienced a Pentecostal conversion. The movement spread to other mainstream churches, and clergy began to hold healing services, where the sick were prayed for and anointed. From around 1985, it began to influence evangelical churches, and a Third Wave of the Holy Spirit led to the formation of separate charismatic denominations, e.g. the Vineyard Movement in America and the British New Church Movement.

**(b) 'Charismatics have made Christianity relevant in the modern world.'**

**Evaluate this view.**

**[AO2 20]**

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

**For:**

Charismatics have brought the Pentecostal worship style into traditional denominations. Their animated 'spirit-filled' services, including speaking in tongues (*glossolalia*), healing and prophecies, have succeeded in attracting some who might not otherwise have been drawn to the Christian message – young people, the poor, the disenfranchised.

**Against:**

The movement has been criticised for being weak on doctrine, strong on emotion; too showy, splintered and disconnected to be relevant. There are other dubious traits, e.g. leaders who claim to be 'anointed'; relating wealth to faith and healing to financial donations; the use of false miracles; the unhesitating acceptance of dreams and visions as messages from God. Such things do not make Christianity relevant; they distort and misinterpret it.