



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies A

3061 (Full course): 3066 (Short course)

Paper 1A

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Methods of marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication. Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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.)

Levels are tied to specific skills. 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 candidate's response.

Levels of Response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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. 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 laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of quality of written communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 mark** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional guidance to examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Christianity

Section A

A1 *Marriage*

- (a) *Why do Christians use rings as a symbol of Christian marriage?*

Target: To test knowledge and understanding of Christian marriage

The ring, which is unending, symbolises the unending nature of Christian marriage “till death us do part”.

Allow two marks for a clear explanation, one for an answer that is less clear.

(2 marks) AO2

- (b) *Christian marriage vows include the words “To love and to cherish”. How might a married couple show that they cherish each other?*

Target: To test knowledge and understanding of Christian marriage

By going out of one’s ways to show love and affection; supporting and protecting; treating the other as special.

Allow two marks for a clear explanation, one for an answer that is less clear.

(2 marks) AO2

- (c) *How might a Christian marriage service help a couple understand what marriage means?*

Target: To test knowledge and understanding of Christian marriage

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks

They consciously make a total commitment, with no reservations. They make the vows publicly before God and the congregation. The service has a very strong stress on the importance of love. All these factors may affect the couple’s view of marriage.

Allow two marks for each developed point, one mark for a brief point. Maximum of three marks.

(3 marks) AO2

A2 Festivals

- (a) *Why is Christmas important to Christians?*

Target: To test basic knowledge and understanding of Christmas

The birth of Jesus (one mark). One further mark for further relevant material, e.g. Messiah, Son of God, virgin birth.

(2 marks) **AO1**

- (b) *Why is Pentecost important to Christians?*

Target: To test basic knowledge and understanding of Pentecost

The coming of the Holy Spirit (one mark). One further mark for further relevant material, e.g. inspiring the disciples / apostles; beginning (birthday) of the Church.

(2 marks) **AO1**

- (c) *Why do Christians have Sunday as their holy day?*

Target: To test basic knowledge and understanding of Sunday

The day of the resurrection (two marks). One mark may be given for an unclear response.

No other point to receive credit.

(2 marks) **AO2**

B3 *The Bible*

- (a)
- Why do Christians think it is important to read and study the Bible together?*

Target: To test the ability of candidates to apply their knowledge and understanding of the importance of the Bible to the way Christians practise their faith

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks

To learn from each other
 To encourage each other in understanding
 To enjoy fellowship as they read and study
 To have a setting into which those wanting to learn may come

Allow up to two marks for answers which focus on why it is important to Christians to read and study the Bible, without reference to doing so together.

(3 marks) AO2

- (b)
- Apart from Bible study groups, give two ways in which Christians use the Bible in public worship.*

Target: To test knowledge of the use of the Bible in public worship

- Reading lessons from the Bible
- Using words from the Bible in worship – e.g. psalms, hymns based on psalms
- Basis of preaching
- The Eucharist is based on the Bible account of the Last Supper
- The Lord's Prayer is taken from the Bible
- Scenes from Bible are basis of drama

Allow a mark for each of two examples.

(2 marks) AO1

- (c)
- “Christians should make an effort to learn about their faith. If they don’t, they are not true Christians.” Do you agree? Give reasons for your answer, showing you have considered more than one point of view.*

Target: To test the ability of candidates to evaluate the practice of Christianity

Levels of Response

0	Unsupported opinion or no relevant evaluation..	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments such as

- They cannot believe in what they do not really know or understand
- If they do not want to study, they are not interested
- Christianity is about mission. They cannot explain to others what they do not know or understand themselves
- How can you lead a Christian life if you don't know what Jesus taught?
- Christianity is not a matter of knowledge – it is about spiritual life
- The important thing is to love your neighbour
- If you know more, you may be a better Christian – but knowing less does not mean you are not a Christian at all

(5 marks) **AO3**

B4 Places of Worship**(a)(i) What is feature A?****Target: To test knowledge of the significance and use of the pulpit**

The pulpit (lectern can also be accepted) / reading desk

(1 mark) AO1**(a)(ii) What is the importance of feature A?****Target: To test the knowledge of the significance and use of the pulpit***Levels of Response*

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks

The pulpit / lectern is the place from which the Bible is read and preached. It may also be the place from which worship is led. It is important because the Bible is the word of God and therefore the reading and explaining of the Bible are a central part of worship.

(3 marks) AO1**(b)(i) What is feature B?****Target: To test the knowledge of the significance and use of the communion table**

Table (altar can be accepted).

(1 mark) AO1**(b)(ii) What is the importance of feature B?****Target: To test the knowledge of the significance and use of the communion table**

One mark can be given for knowledge that the table is used for communion. Up to two further marks for any development, either on the meaning of communion (any sensible interpretation) or in terms of Methodist practice, such as frequency of communion, individual glasses, open table – so long as there is an element of explanation. Note that among Methodists there is considerable diversity in understanding and practice. Recommended site for background information:

<http://www.methodist.org.uk/information/communion>

This site contains the special report “Holy Communion - a Methodist perspective” commissioned by the Methodist Conference.

(3 marks) AO1**(c)(i) Feature C is the font. For what is the font used?****Target: To test the knowledge of the significance and use of the font**

Baptism.

(1 mark) AO1

(c)(ii) *Why is the font placed in this position in this Methodist Church?*

Target: To test the knowledge of the significance and use of the font

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks

To stress the importance of baptism, either in terms of membership of the Church / God's family or in terms of commitment by person being baptised or parents / godparents. So that all members can see what is happening and share in the welcome to the new member

(3 marks) AO1

(d) *“Christians do not need special places for worship. Anywhere will do.” Do you agree? Give reasons for your answer, showing you have considered more than one point of view.*

Target: To test the ability of candidates to evaluate the use of places of worship

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments such as

- God is everywhere and is always ready to hear prayer
- Jesus and the first apostles did not have Church buildings
- People do worship in pubs or community centres
- It is the worship itself that matters. Not the surroundings
- There is a special atmosphere about a Church building
- It is inspiring to think of other people who have worshipped there over the years
- The decoration can be more suitable, with objects on which one can focus during prayer

(5 marks) AO1

C5 Worship and Prayer

- (a) *Choose a Christian denomination / tradition. Describe a typical act of Sunday worship in that denomination / tradition.*

Target: To test the candidates' knowledge and understanding of prayer and worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 7 marks

The responses here will vary according to the chosen tradition. Look for full coverage of the different aspects of worship. If no choice is specified, the maximum mark is 4.

(7 marks) AO1

- (b) *Describe and explain the use made by Christians of the following in their private prayer: (i) an icon (ii) the rosary*

Target: To test the candidates' knowledge and understanding of icons and rosaries

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Limited factual content.	1 - 2 marks
Level 2	A basic outline with some omissions and confusion.	3 - 4 marks
Level 3	A reasonable account covering most main points.	5 - 6 marks
Level 4	A competent, reasonably good account (for a 16 year old).	7 - 8 marks

Mark each out of four

Icon Icons are religious paintings of Jesus, Mary and the saints. To Orthodox Christians, they are more than an aid to prayer since they are filled with the spirit of the person represented in the picture. They are used to focus and to direct the thoughts during prayer.

Rosary A set of beads used in prayer to focus the attention. As the beads are passed through the fingers prayers are said. The person praying meditates on a mystery (Joyful, Sorrowful, Glorious, Luminous) for each decade of the rosary

(8 marks) AO1 / AO2

- (c) *“You can be a Christian without praying.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: To allow evaluation of the practice of worship

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Points which can be made include:

- Prayer is communicating with God, which is important to Christians
- Public worship is fellowship with God and other Christians
- Public worship is witness
- Religion is a private matter; no one has a right to tell others how to be a Christian
- If you believe the Christian faith you are a Christian
- What makes a Christian is the way you live

(5 marks) **AO3**

C6 *The Death and Resurrection of Jesus*

- (a) *Read the following passage. “..... suffered under Pontius Pilate, was crucified, died, and was buried; he descended to the dead. On the third day he rose again;” Why are these beliefs important to Christians?*

Target: To test candidates’ awareness of the significance of central Christian beliefs

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 - 2 marks
Level 2	Some clear knowledge and understanding.	3 - 4 marks
Level 3	A clear knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear knowledge and understanding with good development.	7 marks

Points which may be made include

- Jesus really died – Pontius Pilate, a historical figure, sentenced him.
- He was actually dead – even buried
- His soul went to the same place as other dead souls
- He went to hell, experiencing the full punishment for human sin
- Jesus’ death is a sacrifice for sin, a ransom
- Jesus’ death is a sign of God’s love
- In some sense, the resurrection actually happened
- The resurrection is a sign of Jesus’ victory
- The resurrection gives Christians hope of eternal life

If four of these points are clearly made, including both crucifixion and resurrection, then the candidate may gain full marks. However, this is an indication of the minimum scope required, not an indication that so many marks may be given for each point. Marking remains by levels of response.

(7 marks) AO1

- (b) *Describe two ways in which, during Holy Week, Christians remember the Death of Jesus.*

Target: To test candidates’ knowledge and understanding of the observance of Holy Week

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with strong development.	7 - 8 marks

Candidates are being asked to relate the events to the practice in each case. Therefore, a list of, say, Holy Week rites would not gain much credit without being related to the events and the meaning of the events. For instance, “The priest on Maundy / Holy Thursday washes the feet of some of the congregation just as Jesus washed his disciples’ feet at the “Last Supper” would gain some credit; if the concept of humility were introduced it would be better.

Descriptions of customs can be credited, so long as they are in the context of belief – customs such as hot cross buns would need to be related to belief to be accepted.

(8 marks) AO1

- (c) *“The whole purpose of Christian festivals is for people to enjoy themselves.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer.*

Target: To test candidates’ ability to evaluate the way Christians observe their festivals

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Opinion supported by simple reason	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons	3 marks
Level 4	Evidence of reasoned consideration of two different points of view	4 marks
Level 5	Evidence of reasoned consideration of two different points of view	5 marks

Responses can refer to any Christian festivals. Points which can be made include:

- Enjoyment takes over and the meaning is lost
- Commercialisation spoils the way in which a festival is celebrated
- Some festivals are solemn anyway
- Celebration means enjoyment
- If people are celebrating the festivals, they are celebrating what the festivals mean
- Festivals are noticed because of the way they are celebrated.
- People are more likely to join in if they enjoy the celebration

(5 marks) AO3