



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies A

3061 (Full course): 3066 (Short course)

Paper 1B

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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.

Christian Belief and Practice with Reference to the Roman Catholic Tradition**A1 *The Eucharist***

- (a) *What does the priest say as he consecrates the bread and wine?*

Target: Knowledge of the words of Institution of the Eucharist

“This is my Body.” / “This is my Blood.” “This is the blood (wine) of the new covenant (2 × 1 mark)”. “This is the Body / Blood of Christ” = 1 mark Anything else about Body and Blood just 1 mark.

(2 marks) AO1

- (b) *Why is the Mass important for Roman Catholics?*

Target: Knowledge and application of the understanding of the Eucharist

e.g. The highest form of prayer / a re-enactment of the Last Supper, looking forward to the Death and Resurrection of Jesus / Christ enters their lives through reception of the Eucharist / brings the believer closer to Christ, etc. Community meets up to pray / giving up time to God / to listen to the word of God / strengthen the community (individual) / a shared meal / a form of prayer / to celebrate important feast days (**not** forgiveness of sins).

1 mark for a superficial comment or a single point
2 marks for a developed answer or more than one point.

(2 marks) AO1 / AO2

- (c) *Roman Catholics have a different understanding of the Eucharist to some Protestant traditions. Explain one of these differences.*

Target: Knowledge and application of the understanding of the Eucharist

e.g. Some Protestants believe that the Eucharist is a reminder of Jesus, he is not really present in the bread and wine / they do not celebrate the Eucharist daily as they believe other forms of prayer are more important, etc.

Use of the words transubstantiation or consubstantiation alone = 1 mark.
Obvious understanding of the difference = 2 marks.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1 / AO2

A2 Prayer

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

Target: Knowledge and application of the idea of prayer

e.g. It helps them come closer to God / to open up of the mind and heart to God / an expression of faith in their lives / a seeking of strength to carry on with religion, etc. Accept: a mention of any **one** form of prayer (intercession, sorrow, etc.)

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1 / AO2

- (b) *Explain why the Lord's Prayer is important to Christians.*

Target: Knowledge and understanding of the importance of the Lord's Prayer

e.g. Taught by Jesus / a perfect form of prayer / it includes all types of prayer and needs / shared by all believers / continuing tradition, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1 / AO2

A3 The Role of the Pope and the Bishops

- (a) *What does it mean for Roman Catholics to say that the Pope is the successor to Peter?*

Target: knowledge of the role of the Pope

e.g. There is an unbroken line to the handing on of the faith / the promises made to Peter by Jesus apply to the Pope today / He is the leader of the Church as Peter led the early Church, etc
Peter was the first Pope / laying on of hands.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

- (b) *In what ways do the bishops help the Pope?*

Target: Knowledge of the role of the bishops

e.g. They look after particular areas of the Church following on from the apostles, the Pope cannot be everywhere / they advise the Pope on certain issues / in a Council they represent the voice of the whole Church which can be expressed by the Pope, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point – only for collegiality / magisterium

(2 marks) AO1

B4 Mary

- (a) Read the passages. What do these passages show about Mary?**

Target: Knowledge of the role of Mary and as a role model*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

e.g. Obedient to the will of God / accepted the power of Jesus / believed before others / one to help others respond to Jesus' commands / one who thought about and made the teachings and will of God her own / she is the mother of Jesus (God), etc.
Don't need to refer to all three stimuli.

(3 marks) AO1

- (b) Roman Catholics speak to Mary in their prayers. What do they believe she will do?**

Target: Knowledge of the role of Mary

e.g. Intercede for them / help them accept the will of God / support them with her own prayers, etc.
Comfort them / Accept: will answer their prayers

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

- (c) Many Roman Catholics go on pilgrimage to shrines, some of which are dedicated to Mary. What is the purpose of going on pilgrimage?**

Target: Knowledge of the role of pilgrimage

e.g. To give part of life to God / to be able to focus on God in a way which demands time and effort / to bring themselves closer to God through and with other pilgrims / to be cured, etc. / forgiveness or sorrow for sins / to experience a religious place or contact with religious person / learn more about their faith / to bring back a relic / to help the sick (NOT holiday)

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

- (d) *“Roman Catholics should think more about God and Jesus and less about Mary.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of the role of Mary

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 elaborated reason or two or more simple reasons (for the same view or different points of view).	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

e.g.

For without God the Creator there would be no earth and no Mary to pray to. Her whole role is because she was the mother of Jesus, without Jesus she has no purpose.

Against Mary shows how to respond to God, a perfect example for fallible humans to follow and through her to come closer to God. There is a place for both honouring Mary and worshipping God. Accepting the work of God through honouring Mary.

(5 marks) AO3

B5 Festivals and Church Features

- (a)(i) Which season of the Church's year is shown in the drawing?**

Target: Knowledge of the season of AdventAdvent (does not need to mention 3rd week).**(1 mark) AO1**

- (a)(ii) What do Christians think about during this season?**

Target: Knowledge of the meaning of Advent

e.g. Preparing for the coming of Jesus at Christmas / remembering the Old Testament promises of the Messiah / looking forward to the Second Coming / reconciliation.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

- (b)(i) Name one feature shown in the drawing, other than the altar, which would be found in a Roman Catholic church throughout the year.**

Target: Knowledge of interior features of places of worship

Tabernacle / sanctuary lamp / crucifix / statue / mass candles / Chi-Rho / cross.

(1 mark) AO1

- (b)(ii) Explain the importance for Roman Catholics of the feature you have named in part (b)(i).**

Target: Knowledge and application of the importance of church features

e.g.

Tabernacle the place of reservation for the consecrated hosts to be available for continual worship and for taking to the sick and housebound.**Sanctuary lamp** to make the worshipper aware of the continued presence of Christ in the Eucharist in the tabernacle.**Crucifix** a place of focus for prayer and a reminder of what Jesus underwent for all people.**Statue** a focal point for prayer, a reminder of those who have lived holy lives and whose intercession is requested.**Mass candles** Jesus the light of the world, burnt offerings, illumination.**Chi-Rho** symbol of Christ based on the first two letters of the Greek word.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1 / AO2

- (c) *Liturgical worship takes place in a Roman Catholic church. Explain the differences between liturgical and non-liturgical worship.*

Target: Knowledge of different forms of worship

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

e.g. Liturgical in which there is a formalised routine for worship, usually led by an ordained minister. Prayers, readings, etc. are laid down and there would be a lot of use of symbolic actions, vestments and objects. Non-liturgical is spontaneous, no ordained minister, could be anywhere, etc. (Simple use of examples is maximum Level 2)

(3 marks) AO1

- (d) *“Nothing should be placed near the altar which would distract worshippers celebrating the Mass.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of the role of features in 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 elaborated reason or two or more simple reasons (for the same view or different points of view).	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

e.g.

For the Mass is too important for it to be interfered with. People need to be helped to focus on the central issues not be distracted by extra bits which change regularly and which need to be explained to inquisitive children.

Against the format of the Mass is too rigid and anything which helps to accent the passing of the liturgical seasons can only help to inspire to prayer and devotion. They can also be used as a teaching aid to help the younger members of the congregation to become committed to their religion.

(5 marks) AO3

C6 Sacramental Rites of Passage

- (a) Describe what is said and done at either an infant baptism or a confirmation.

Target: Knowledge of rites of passage*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 - 8 marks

Infant baptism

The parents, god-parents and child are met at the door; the child is signed with the Cross to show it belongs to Christ.

Bible readings and prayers.

Exorcism and anointing with oil of catechumens.

Blessing of baptismal water.

Parents and god-parents reject Satan and profess their faith in God.

The priest pours water over the baby's head while saying, "I baptise you in the name of the Father, and of the Son and of the Holy Spirit."

The anointing with chrism.

The white garment.

The lighted candle.

Prayer over ears and mouth.

Confirmation

Rite takes place during Mass.

Presentation of candidates.

Candidates renew their baptismal vows.

The bishop / priest stretches his hands over the heads of the candidates and calls down the power of the Holy Spirit.

Candidates and sponsors approach.

The bishop / priest puts his hand on the candidate's head, makes the sign of the Cross with chrism on the forehead and says, "N. be sealed with the gift of the Holy Spirit." "Amen."

Sign of peace.

Note: underlined parts must be included (with accurate words) for Level 4. (8 marks)

(8 marks) AO1

- (b) *Explain how receiving the sacraments as rites of passage can help a Roman Catholic during his / her life.*

Target: The relevance and application of rites of passage

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 good development.	7 marks

e.g. Receive the power to avoid sin and become child of God in baptism. This is reinforced by accepting the presence of Christ in the Eucharist, to give spiritual strength to maintain the relationship with God. In reconciliation, the Catholic is given the chance to put the past behind and start again, trying to make fewer mistakes this time, but always being aware of the love and acceptance of God. In confirmation, Catholic makes own personal commitment to living life as God wants and receives extra help from the Holy Spirit to enable this to happen. In marriage, the love of God shown through another person and to another person is accepted and the challenge to live in this love is accepted. In ordination, the commitment to live a life of service is supported by God. In the anointing of the sick, the Catholic is given strength to face the weakness of illness and the fears of death.

Note: there are different ways in which full marks may be obtained in answering this question. Good versions of each of the following could gain full marks:

- A theological approach which does not really explicitly refer to any sacrament by name;
- A limited number of sacraments covered in depth in the context of the question;
- All the sacraments referred to and applied to the question in a restricted way because of the shortage of time.

(7 marks) AO2

- (c) *“Roman Catholics receive the Sacraments of Baptism and Confirmation when they are too young.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of the reception of rites of passage

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 elaborated reason or two or more simple reasons (for the same view or different points of view).	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

e.g.

- For** baptism and confirmation need personal commitment and knowledge. Infant baptism is forcing a religion on someone who might grow up not to want it. Confirmation is often done when the pressure is still too great from parents or from peers.
- Against** to be able to reject something you have to be aware of what is being rejected. It is better to allow a child to grow up in the religion which the parents find important to them. There is no set time for confirmation but the candidates should be able to make a personal acceptance of what was chosen for them at baptism, etc.

(5 marks) AO3

C7 *The Bible and Apostles' Creed*

- (a) *Christians view the authority of the Bible in different ways. Explain the views of a liberal and a fundamentalist when they interpret the Bible. You may use examples in your answer.*

Target: Knowledge of the authority, inspiration and interpretation of the Bible

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 - 8 marks

e.g.

Liberals	believe that the writers of the Bible were guided by God but because they were human they could make mistakes. Much of the Bible is not meant to be taken literally, but to present spiritual truth using imaginative stories and poetic writing. They look for the underlying truth in the Bible rather than facts.
Fundamentalists	believe that the Bible is completely inspired by God and cannot contain errors. When there are apparent contradictions it is because the reader has not got enough understanding, either of the text or of truth. Fundamentalists accept every miracle in the Bible as factually correct.

Note: if only one way of interpretation is correctly covered maximum is 5 marks. Top marks can be awarded to a candidate who gives one excellent response and one average response to the two different ways of interpretation. If not named no marks.

(8 marks) AO1

- (b) *Explain how the Apostles' Creed might help Roman Catholics to understand their faith and live their lives. Refer to at least three different statements from the Creed in your answer.*

Target: Application and relevance of the Apostles' Creed

Note: if the candidate simply writes out the creed, maximum mark is Level 1.

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

e.g. The acceptance that God is the Creator of all things means that they have to live life with respect for every person and every creature. Jesus being God who was conceived and became man shows the importance of man for God that he loves humanity so much that he entered into the human condition. The communion of saints brings out the idea of being connected with all those who live and have lived, that they share the same commitment and have a shared future, etc.

Apostles Creed

I believe in God, the Father Almighty, creator of heaven and earth. I believe in Jesus Christ, his only Son, our Lord. He was conceived by the power of the Holy Spirit and born of the Virgin Mary. He suffered under Pontius Pilate, was crucified, died and was buried. He descended into Hell. On the third day he rose again. He ascended into heaven and is seated at the right hand of the Father. He will come again to judge the living and the dead. I believe in the Holy Spirit, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

(7 marks) AO2

- (c) *“Christians don’t need a book or a list of beliefs to tell them what to think.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of the Bible and the creeds

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 elaborated reason or two or more simple reasons (for the same view or different points of view).	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

e.g.

For faith goes far beyond anything that can be put into words. What a person believes has to be his / her own reaction to the grace of God and the revelation accorded to the individual.

Against everyone needs to be able to measure what they believe against what others claim to reinforce and to make them question what is happening. They also need to have criteria handed down from those nearer the events to ensure that their own faith is close to that taught by Christ, etc.

(5 marks) AO3