



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Religious Studies A

**3061 (Full course): 3066 (Short course)**

**Paper 1C**

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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.

## The Christian Life and St Mark's Gospel

### A1 *Entry to Jerusalem*

- (a) *When Jesus rode into Jerusalem on a donkey, what did the people shout?*

**Target: To demonstrate knowledge of the entry into Jerusalem**

Hosanna (save us now, praise God) / blessed is he who comes in the name of the Lord / blessed is the coming kingdom of our father David

Any two points.

**(2 marks) AO1**

- (b) *Why did Jesus choose a donkey?*

**Target: To demonstrate knowledge and understanding of the entry into Jerusalem**

e.g. humility / peaceful / Messiah / fulfilment of Old Testament prophecy / Zechariah / King

Any two points or one developed.

**(2 marks) AO1**

### A2 *Discipleship*

- (a) *Outline Mark's account of the Widow at the Treasury.*

**Target: To demonstrate knowledge of the costs of discipleship**

Rich men gave / some gave a lot  
Widow dropped in two coins / small amount  
She gave more  
Others gave spare money

One point from each of the four lines.

**(4 marks) AO1**

- (b) *Explain why Jesus praised the widow.*

**Target: To demonstrate understanding of the costs of discipleship**

e.g. a sacrifice / motive of love / devotion / she gave everything

Any one point.

**(1 mark) AO2**

**A3 The Suffering of Jesus**

- (a)
- Of what crime did the High Priest find Jesus guilty?*

**Target: To demonstrate knowledge of Jesus' Jewish trial**

Blasphemy

1 point.

(If two crimes given, take the first. If more than two, don't count any.)

**(1 mark) AO1**

- (b)
- Explain why the Jewish Council (Sanhedrin) changed the charge when they brought Jesus to Pilate.*

**Target: To demonstrate knowledge and understanding of Jesus' Jewish and Roman trials**

e.g. Romans not interested in blasphemy / needed to get a verdict that would secure the death penalty

Two points or one developed.

**(2 marks) AO1 / AO2**

- (c)
- Pilate did not want to have Jesus killed. Why did he finally sentence him to death?*

**Target: To demonstrate knowledge of Jesus' Roman trial***Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Superficial understanding, e.g. Pilate was weak / crowd asked for Barabbus' release.	1 mark
<b>Level 2</b>	Fuller understanding, showing awareness of need to prevent trouble.	2 marks

e.g. to please (placate) the Jews / to prevent a riot

**(2 marks) AO1**

**B4 Authority**

- (a) *Give two other details from Mark's story about Jairus' daughter that Ben might have mentioned.*

**Target: To demonstrate knowledge and understanding of the reasons for Mark's Gospel being a source of authority for Christians.**

Allow 1 mark (but no more) for one of details prior to entering the room.

Took her by the hand / the words spoken (in Aramaic or English) / she walked about / give her something to eat / amazement / tell no one / identification of who went into room / aged 12.

Any two points.

*(2 marks)* AO1

- (b) *Give two sources of authority other than Peter that Mark might have used for his gospel.*

**Target: To demonstrate knowledge and understanding of the reasons for Mark's Gospel being a source of authority for Christians.**

e.g. personal experience / divine inspiration / oral tradition / written documents (e.g. Ur Markus / Passion narrative / Aramaic sayings, a gospel, Matthew) / Paul (missionary journeys, Luke) / other disciples (eyewitnesses)

Any two points.

*(2 marks)* AO1

- (c) *Explain why Christians like Sophie disagree with Ben's viewpoint.*

**Target: To demonstrate knowledge and understanding of the reasons for Mark's Gospel being a source of authority for Christians.**

e.g. the meaning is what matters most / other sources of information are just as reliable / liberal view / faith removes the need for proof

Two points or one developed.

*(2 marks)* AO1 / AO2

- (d) *“Mark’s Gospel was written almost 2 000 years ago, so it cannot mean anything for people today.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

**Target: To produce evidence and arguments to support and evaluate points of view arising from a study of the significance of Mark’s Gospel as a source of authority for Christians today.**

*Levels of Response*

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

e.g.

**For** outdated and irrelevant material / new issues today / we live in a different world / hard to believe in miracles

**Against** human nature has not changed / teaching still relevant / inspired by God, so always relevant

**(5 marks) AO3**



**B5 The Kingdom of God**

- (a) *A teacher of the law (scribe) asked Jesus to state the most important commandment. Outline the conversation that followed between Jesus and the teacher.*

**Target: To demonstrate knowledge of Jesus' teachings about the Kingdom of God.**

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1 mark
<b>Level 2</b>	Several accurate points, but no outline of the story.	2 marks
<b>Level 3</b>	A basic outline but with some important omissions or confusion.	3 marks
<b>Level 4</b>	A reasonable account covering the main points.	4 marks

**(4 marks) AO1**

- (b) *Explain how Christians today show love of God and neighbour in their lives. You may use the example of a well-known Christian if you wish.*

**Target: To demonstrate understanding of what membership of the Kingdom of God entails for Christians today.**

e.g. personal lifestyle / caring for others / self-giving / generosity / mission / vocation / prayer (worship)

N.B. giving the name of a well-known Christian does not in itself gain a mark.

*Levels of Response*

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

**(3 marks) AO2**

- (c) *Jesus told a parable that compared God's kingdom to a mustard seed. What is the meaning of the parable? (Do not write out the parable.)*

**Target: To demonstrate understanding of the meaning of the Parable of the Mustard Seed.**

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Some clear knowledge and understanding.	2 marks
<b>Level 3</b>	A clear knowledge and understanding with good development.	3 marks

e.g. a parable about the growth of the kingdom / God's kingdom tiny at the outset / becoming considerable / universality / birds = Gentiles / protection or shelter / started with Jesus and the Twelve / the Church a world-wide community

**(3 marks) AO1**

- (d) *“The Kingdom of God exists only in heaven.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

**Target: To produce evidence and arguments to support and evaluate points of view arising from a study of the nature of the Kingdom of God and its meaning for Christians today.**

*Levels of Response*

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

e.g.

**For** the many evils in our world / absolute peace / only attainable after death / present imperfections / Jesus speaks of Kingdom as in future

**Against** qualities of Kingdom visible on earth / Kingdom an inner state / the Kingdom as the community of believers / God’s authority seen in the Church / Jesus’ teaching

**(5 marks) AO3**

C6 *Faith, Healing and the Person of Jesus*

- (a) *Describe in detail the healing of either Blind Bartimaeus or The Woman with a Haemorrhage (The woman who was bleeding).*

**Target: To demonstrate knowledge of the part played by faith in the healing of either Blind Bartimaeus or the Woman with a Haemorrhage.**

**Blind Bartimaeus – Mark 10:46-52***Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some omissions or confusion.	3 – 4 marks
<b>Level 3</b>	A reasonable account covering most of the main points.	5 – 6 marks
<b>Level 4</b>	A competent though not necessarily perfect account for a 16 year old.	7 marks
		<b>(7 marks) AO1</b>

**The Woman with a Haemorrhage – Mark 5:25-34***Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some omissions or confusion.	3 – 4 marks
<b>Level 3</b>	A reasonable account covering most of the main points.	5 – 6 marks
<b>Level 4</b>	A competent though not necessarily perfect account for a 16 year old.	7 marks
		<b>(7 marks) AO1</b>

- (b) *Mark's Gospel contains many stories of healings and nature miracles. What do they tell Christians about the Person of Jesus?*

**Target: To demonstrate understanding of what Christians learn from the miracles in connection with the Person of Jesus**

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 – 2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3 – 4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5 – 6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 – 8 marks

Content: God's power at work in him / Son of God / compassion / concern for despised / Messianic Secret / inaugurating the Kingdom / authority, etc.

Reference might be made to the following set texts:

Man with an evil spirit 1:21-28; The paralysed man 2:1-12; Man with the withered hand 3:1-6; The calming of the storm 4:35-41; Jairus' daughter and the woman with a haemorrhage 5:21-43; The feeding of the five thousand and Jesus at prayer 6:30-46; The Syro-Phoenician woman's daughter 7:24-30; The epileptic boy 9:14-29; Blind Bartimaeus 10:46-52; The mockery at the crucifixion 15:31-32

Candidates might also refer to:

Simon's mother-in-law 1:29-31; Summary of healings after sunset 1:32-34; Man with leprosy 1:40-45; Summary of healings 3:9-12; Beelzebul controversy 3:22-30; Gerasene demoniac 5:1-20; Rejection at Nazareth 6:1-6; The walking on water 6:47-56; The deaf and dumb man 7:31-37; Feeding the four thousand 8:1-12; The blind man at Bethsaida 8:22-26; Cursing the fig tree 11:12-14, 20-24

**(8 marks) AO2**

- (c) *“Without faith there can be no healing.” 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 produce evidence and arguments to evaluate points of view arising from a study of the significance of faith in healing**

*Levels of Response*

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

e.g.

**For** Jesus told people their faith had healed them / rebuked those without faith / Nazareth / need for two-way relationship / mind over matter / Lourdes, etc. / spiritual nature of healing / place of trust / faith of healer

**Against** No mention of faith in some gospel healings / Jesus' love all-embracing / God's power not limited by human weakness / healing leads to faith / healing a physical thing / not all doctors are believers

**(5 marks) AO3**

C7 *Resurrection and Worship*

- (a)
- Describe in detail the visit of the women to the tomb as recorded in Mark's Gospel.*

**Target: To demonstrate knowledge of Mark's account of the Empty Tomb  
Mark 16:1-8**

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some omissions or confusion.	3 – 4 marks
<b>Level 3</b>	A reasonable account covering most of the main points.	5 – 6 marks
<b>Level 4</b>	A competent though not necessarily perfect account for a 16 year old.	7 – 8 marks

(8 marks) AO1

- (b)
- Explain the importance of the resurrection of Jesus for Christians today.*

**Target: To demonstrate understanding of the significance of Jesus' resurrection for Christians today**

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 – 2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3 – 4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5 – 6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 marks

## Content:

e.g. at heart of Christian faith / ultimate sign of God's power / triumph of life over death / good over evil / hope over despair / Jesus spoke truth about himself / death not the end / comfort for bereaved / risen with Christ in baptism / can enjoy resurrection life now / should affect the way Christians live / celebrated every Sunday

(7 marks) AO2

- (c) *“If you are a Christian, you must go to church.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

**Target: To produce evidence and arguments to support and evaluate points of view arising from a study of the relationship between Christian commitment and worship**

*Levels of Response*

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

e.g.

**For** Jesus attended synagogue / following his example / importance of the Eucharist / value of communal worship / support of community / witness to faith.

**Against** other places for group worship / can worship alone / some unable to attend church / lifestyle / more important than ritual.

**(5 marks) AO3**