



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies A

3061 (Full course): 3066 (Short course)

Paper 1D

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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 and the Synoptic Gospels

A1 *The Gospels*

- (a) *What does the word gospel mean?*

Target: To demonstrate knowledge and understanding of the basic facts behind naming 3 gospels as “synoptic”.

Good News (1 mark) AO1

- (b) *Matthew, Mark and Luke are known as the synoptic gospels. What does the word synoptic mean?*

Target: To demonstrate knowledge and understanding of the word “synoptic”.

Any acceptable definition, e.g. Looking together / From a common viewpoint. (2 marks) AO1

Some indication of a grasp of any **basic** idea that contributes to the need to study the similarities / differences of these gospels.

OR

Even a mention of the Synoptic problem. (2 marks) AO1

A2 *The Last Supper*

How do most Christians celebrate the Last Supper?

Target: To demonstrate knowledge and understanding of how Jesus’ final meal is commemorated today.

(Holy) Communion / Mass / Eucharist / The Lord’s Table. (1 mark)

If a specific mention is made to Maundy Thursday service. (1 mark)

If both of the above elements are present OR there is a minimal development or description of the service of communion. (2 marks) AO2

A3 Discipleship

- (a) What does the word disciple mean?**

Target: To demonstrate knowledge and understanding of the call and response of the first disciples.

Pupil / Follower (or similar).

*(1 mark)**AO1*

- (b) Describe the call of the first disciples as recorded in Mark's Gospel.**

Target: To demonstrate knowledge of the call of the first disciples.Any basic correct fact, e.g. Jesus was by the seashore / The Sea of Galilee. *(1 mark)*

The names of at least three disciples / an acknowledgement that the disciples were fishermen or that there were four of them.

*Any two of the facts above.**(2 marks)*

Two facts and some (paraphrased) indication of Jesus' words or the instant response of the four.

*(3 marks)**AO1***A4 Messiahship of Jesus**

- (a) Name the two occasions when Jesus heard God's voice, according to Mark.**

Target: To demonstrate knowledge and understanding of two important occasions in Jesus' life when he heard the voice of God.

Jesus' baptism / The Transfiguration.

1 mark for each (maximum 2 marks).

*(2 marks)**AO1*

- (b) What did God say on each occasion?**

Target: To demonstrate knowledge of Jesus' life.

"This is my Son."

(credit only once)

(1 mark)

"...in whom I am well pleased."

(or similar)

(1 mark)

"...listen to him"

(or similar)

(1 mark)

There are a maximum 3 marks available for the above sub-section.

If the candidate records "This is my son..." in both answers, credit 1 mark maximum.

*(3 marks)**AO1*

B5 The Temptation of Jesus

Look at the signpost in Figure A.

- (a) *Jesus was tempted three times in the wilderness. He was tempted to turn stones into bread. Describe the other two temptations.*

Target: To demonstrate knowledge and understanding of Jesus' temptations.

1 temptation correctly recalled	(without response)	(1 mark)
	(with response)	(2 marks)
2 temptations correctly recalled	(without response)	(2 mark)
	(with response)	(4 marks)

Allow 3 marks for a combination of **either** 2 correct temptations and one correct response **or** 1 correct temptation and 2 correct responses.

(4 marks) AO1

- (b) *The signpost in Figure A represents Jesus' temptations and the paths that he chose to avoid. Look at the blank signpost. Which word would you choose to describe the path Jesus chose to follow? Explain your choice.*

Target: To demonstrate understanding of their significance for Jesus.

Which ever of the four words the candidates choose (and they can use one of their own if they prefer) the following guidelines apply:

Own choice word (valid) but unsupported (1 mark)
 A simple statement showing minimal understanding (1 mark)
 e.g.
 Jesus sacrificed himself on the cross (explicit)
 Jesus died on the cross (implicit)

Some application of knowledge and understanding
 e.g.
 Jesus commanded his disciples to love one another and gave them many examples in his relationships with others (2 marks)

A clear application of knowledge and understanding OR A development of what was written for 2 marks (above) but with a clear grasp of biblical text.
 e.g. Jesus washed the feet of his disciples at the Last Supper and in doing so gave them a clear example of Love / Service / Humility

(3 marks) AO2

- (c) *“Jesus would have still been a first class role model even if he had given in to temptation occasionally.” 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 Jesus’ responses.

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two 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 viewpoints.	4 marks
Level 5	Evidence of reasoned consideration of two different viewpoints expressed coherently.	5 marks

There are many avenues that candidates may wish to explore. Some may be:
First class does not necessarily mean perfect.

As the Son of God, Jesus had to be perfect, otherwise his sacrifice would be diluted in value.
Even if he had given in to temptation, there would still have been opportunity to make up later (as per St Peter).

Candidates who discuss the concept of original sin should be rewarded appropriately.

(5 marks) AO3

B6 Jesus as Lord

- (a) *Look at Figure B. Give an account of what happened when Jesus calmed the storm.*

Target: To demonstrate knowledge and understanding of the events surrounding the calming of the storm. To produce evidence and arguments to support and evidence the effect of this miracle on the disciples and the significance of it (and / or others) on Christians.

Levels of Response

0	Nothing relevant to credit.	0 marks
Level 1	1 or 2 worthwhile points.	1 - 2 mark
Level 2	Basic outline with some omissions or confusions.	3 - 4 marks
Level 3	A reasonable account covering most main points.	5 marks

(5 marks) AO1

- (b) *Why might Jesus have been surprised or disappointed at the disciples' reactions?*

Target: To demonstrate knowledge and understanding.

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Simple but valid response, i.e. because several were fishermen and should have been used to the conditions.	1 mark
Level 2	First point developed OR the introduction of another valid point, e.g. having been with Jesus for so long, they should have felt safe and / or have known his power.	2 marks
Level 3	Three valid points made OR two made, one with development	3 marks
Level 4	Two valid points, both developed (or three points, one developed)	4 marks

(4 marks) AO2

- (c) *“You have to believe in miracles to call yourself a Christian.” 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.

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two 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 viewpoints.	4 marks
Level 5	Evidence of reasoned consideration of two different viewpoints expressed coherently.	5 marks

Once again, there are many avenues open to candidates and none should be dismissed if biblically / theologically / logically / historically valid.
Some might be...

A valid definition of “Christian”, i.e. implicit that this is enough to “qualify”.

Acknowledgement that thousands of Christians are scientists and maybe have explanations of so called miracles, but it doesn't interfere with their faith.

Asking good questions about validity of events is healthy and doesn't indicate that the questioner is doubting the validity of Jesus.

(5 marks) AO3

C7 *Care for Minorities*

- (a)
- Describe in detail Jesus' meeting with either the ten men with leprosy or Zacchaeus.*

Target: To demonstrate knowledge and understanding of Jesus' meetings / encounters with the biblical characters mentioned. To comment on the effect of these exchanges on Christian worship / relationships and to produce evidence and arguments to support and evaluate issues arising for contemporary Christians in the light of Jesus' examples contained therein.

Levels of Response

0	Nothing relevant or worthy of credit	0 marks
Level 1	1 or 2 worthwhile points.	1 - 2 marks
Level 2	A basic outline with some omissions or confusions.	3 - 4 marks
Level 3	A reasonable account, covering most of the main points.	5 - 6 marks
Level 4	A competent but not necessarily perfect account.	7 marks

(7 marks) AO1

- (b)
- How do the Gospel stories help Christians to:*

(i) *Worship God;*(ii) *Have a good relationship with other people?*

Target: To demonstrate knowledge and understanding of the Gospel stories.

Levels of Response

0	An unsupported opinion	0 marks
Level 1	i.e. We ought to give thanks to God for what He has given us.	1 mark
Level 2	e.g. Some reference to God giving us Jesus or creating the world. More development might include how and why we worship God.	2 marks
Level 3	e.g. prayers of adoration / thanks (HOW) God asks for nothing in return. He gives freely (WHY), etc.	3 marks
Level 4	Developed reason with a scriptural flavour, e.g. The Pharisee and The Publican (or similar).	4 marks

(4 marks) AO2

Simple reason i.e. say "thank you" for something (1 mark)

Developed response, i.e. the very act of saying "thank you" to someone is a reward in itself or rewards do not have to be in tangible form. A kindness repaid is worth so much (or similar).

Christians treat others as they would like to be treated etc (2 marks)

DO NOT award 3 marks unless there is some reference to Christian ideas or teaching, regarding appropriate behaviour in these areas.

DO NOT award 4 marks unless there is some reference to an appropriate biblical incident or a clear indication of a sound grasp of same.

Purely secular responses, no matter how good, can gain only 2 marks.

(4 marks) AO2

- (c) *“Like Jesus, Christians should not expect any reward for helping others. Loving others is a reward in itself.” 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.

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two 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 viewpoints.	4 marks
Level 5	Evidence of reasoned consideration of two different viewpoints expressed coherently.	5 marks

Candidates may choose to answer using a bible passage, e.g. Jesus’ teachings in the Sermon on the mount / The Widow’s Mite. Some candidates might justifiably wish to explore Jesus’ spontaneity (for no reward) when he healed people, e.g. The Widow of Nain’s Son / Bartimaeus, etc.

(5 marks) AO3

C8 The Kingdom of Heaven

- (a)
- Write an account of the occasion when Jesus fed the Five Thousand.*

Target: To demonstrate knowledge and understanding of the occasion when Jesus fed the multitude. To produce evidence and arguments to support and evaluate issues arising from a study of the teaching of Jesus about the Kingdom of Heaven and the effect or influence that might have on the lives of Christians today.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	1 or 2 worthwhile points.	1 - 2 marks
Level 2	A basic outline with some omissions or confusions.	3 - 4 marks
Level 3	A reasonable account covering most of the main points.	5 - 6 marks
Level 4	A competent but not necessarily perfect account.	7 - 8 marks

(8 marks) AO1

- (b)
- Explain what Christians might learn about the Kingdom of Heaven from the parables of Jesus.*

Target: To demonstrate knowledge and understanding of the parables of Jesus.

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 clear development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development	7 marks

Please note that the question asked candidates to refer to the parables in their answer; therefore credit no more than 2 marks to candidates who digress onto the Lord's Prayer and / or the Feeding of the Five Thousand. These passages are in the Specification but most answers should refer to the parables in Matthew 13 and 25. However, do still credit valid parables from outside the specification.

The obvious themes for candidates are those which refer to the spread / growth of the kingdom and those things that help or hinder it. Also the value of the kingdom and the rewards associated with it and the sacrifices that are worth making to attain it.

Better candidates will be the ones who perceive the kingdom as a spiritual dimension and who acknowledge that there is no chronological limit, i.e. for some it has already come in the form of Christ, whilst for others it is still beckoning. Award marks for the sophistication of the perception / conception of the candidates, rather than the sophistication of the language or terminology which they use to communicate same.

(7 marks) AO2

- (c) *“God helps those who help themselves!” Would a Christian 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.

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two 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 viewpoints.	4 marks
Level 5	Evidence of reasoned consideration of two different viewpoints expressed coherently.	5 marks

Some suggested themes or approaches

God has given us free will and thus responsibilities, e.g. to ourselves, to others, to the environment. His best work is done through us when we treat ourselves, our neighbours and our world in the way He wanted us to. We are rewarded in the most lasting way when we keep our part of the covenant.

If we keep helping **ONLY** ourselves then that is greedy. (e.g. Dives / Lazarus)

The request of James and John was inappropriate and sought the **WRONG type of request for help**.

The brother of the Prodigal Son would eventually gain a “good” reward by being industrious.

Sharing is part of the Christian ethic (Acts Chapter 2) and thus a part of helping ourselves in a corporate manner. Some candidates may have already referred to this in (b)(i) or (b)(ii). If so, credit it there, but not twice.

The above is not comprehensive. Just use it as a guide to the type of approach that is acceptable. Beware candidates who use “Love thy neighbour” for every response and try and tailor it to fit the question.

(5 marks) AO3