

GCSE 2004

June Series



Mark Scheme

Specification A Paper 1A: *Christianity* (*Subject Code 3061/3066*)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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, 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.

Paper 1A: *Christianity*

Section A

A1 Initiation

In (a) and (b) answers which would apply to both Infant and Believers' Baptism should be credited. E.g. Jesus told his followers to baptise people in the name of the Father, Son and Holy Spirit.

(a) *Why do some Christians think it is important to baptise infants?*

Target: To test the first assessment objective with reference to Initiation Rites

Credit a response such as one of the following:

- To make them members of the Church / family of God from the start
- To free a child from Original Sin
- To dedicate the child to God
- To allow the child to choose when older

Two marks for a clear answer, one for an incomplete answer, or one mark for each of two relevant points.

(2 marks) AO1

(b) *Why do some Christians use Believers' Baptism?*

Target: To test the first assessment objective with reference to Initiation Rites

Credit a response such as:

- So that those baptised understand and choose for themselves
- Jesus was baptised as an adult

Two marks for a clear answer, one for an incomplete answer.

(2 marks) AO1

(c) *What is confirmation?*

Target: To test the first assessment objective with reference to Initiation Rites

Mark out of three

One mark for reference to the Holy Spirit.

One mark for a sense of commitment (which may include "taking on the promises made by parents and godparents at baptism".)

One mark for any further valid point, e.g.

- Confirmation brings admission to Holy Communion.
- Confirmation is through the laying on of hands by a bishop.

(3 marks) AO1

A2 Sources of Authority**(a)(i) *What is a Creed?*****Target: To test the first assessment objective with reference to Sources of Authority**

A statement / summary of what Christians believe.

(1 mark)**AO1****(a)(ii) *Explain one reason why many Christians regard creeds as important.*****Target: to test the first assessment objective with reference to Sources of Authority**

- As a guard against heresy.
- As a guide, reminding them of the main beliefs of Christianity.
- As something they can say together, witnessing to their faith.
- As a link with Christians of all centuries.

Two marks for a clear answer, one for an incomplete answer.

(2 marks)**AO1****(b) *Describe two different ways in which Christians believe the Bible may be understood.*****Target: To test the first assessment objective with reference to Sources of Authority**Credit **two** examples, probably, though not necessarily, from the following. Note that credit is given for descriptions, **not** for the names

Conservatives	Christians who believe the Bible is inspired, though not a scientific text.
Fundamentalists	Christians who believe the Bible is completely inspired by God, and cannot contain errors / Christians who believe certain fundamentals in the Bible.
Liberals	Christians who believe that the Bible contains spiritual truth rather than historical truth.
Literalists	Christians who believe that the Bible must be taken literally in every respect.

Two marks for each clear answer, one for an incomplete answer. Two marks may be given for one of the names above which is recognisably defined; otherwise no mark is given for naming a group.

(4 marks)**AO1**

B3 The Church and Ministry

- (a) Explain what Christians mean by the word Church.**

Target: To assess the first assessment objective with reference to the Church**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 good development.	3 marks

Award up to three marks for responses on the lines of:

- The followers of Jesus Christ.
- A group / congregation.
- The fellowship of all Christians.
- The Body of Christ.
- Credit references to the words of the Apostles' Creed "The Holy Catholic Church".

Only one mark for definition as a building.

(3 marks) AO1

- (b) The members of Greentown Church meet regularly for Bible Study. Why do they do this?**

Target: To assess the first two assessment objectives with reference to belief and practice relating to use made of the Bible within a local Church**Levels of Response**

Level 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 good development.	3 marks

Answers should show awareness of the authority of the Bible as the Word of God. Other points which may be made.

- They need to know the Bible to live by Christian standards
- They learn by sharing insights with one another
- They enjoy the fellowship of shared Bible study

(3 marks) AO1

- (c) *The Church has a full time leader, Kevin Johnson. Give two examples of things he would do as part of his ministry.*

Target: To assess the first assessment objective with reference to belief and practice relating to Church and Ministry

Examples of points which could be made:

- Leading worship
- Teaching
- Ministering rites of passage
- Counselling
- Visiting

One mark for each of two examples.

(2 marks) AO1

- (d) *“Church buildings should be used for the whole community, not just those who want to pray.”*

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

Target: To assess the third assessment objective with reference to belief and practice relating to the Church and their use of church buildings

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 expressed coherently.	5 marks

Responses should consider the issue from the point of view of the local community, for whom the building may be a useful resource, and of the Church, with the need for a place to worship and a commitment to outreach and service to the community.

Responses which do not consider uses of a church building for community activities can not reach Level 5.

(5 marks) AO3

B4 Holy Communion

- (a) *At the Last Supper, what did Jesus say and do as he gave bread to his disciples?*

Target: To assess all assessment objectives with reference to Holy Communion

Jesus blessed the bread / gave thanks (one). He broke it (one).

“Take this” / “Eat this” (one). “This is my body” (one). “Do this in remembrance of me” (one).

Mark out of four. One mark for each point; for full marks the underlined point must be included.

(4 marks) AO1

- (b) *Give two reasons why many Christians think it is important to receive Holy Communion regularly.*

Target: To assess all assessment objectives with reference to Holy Communion

Two marks for each response. Note that candidates may, but need not, offer contrasting views.

- A symbol or sign through which Christians receive strength and guidance from God to help them in their everyday lives.
- An outward sign of a spiritual gift or grace.
- Jesus said, “Do this in remembrance of me”.
- Through the bread and wine people receive the body and blood of Christ.
- The bread and wine are signs of God’s presence.
- They take God’s grace / presence with them into their everyday lives.
- Receiving the Spirit.
- A sense of community / fellowship.
- The sacrifice of Jesus.
- An act of witness.
- Remission of sin.

(4 marks) AO2

- (c) ***“The most important thing about public worship is that it should be lively and enjoyable.”***

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

Target: To assess all assessment objectives with reference to Holy Communion

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 expressed coherently.	5 marks

Responses should consider the aims of worship; they should see Christian worship as an offering to God and as addressing the spiritual needs of the worshipper. More able candidates will see the link with parts (a) and (b).

Limit of Level 3 for those who think only in terms of entertainment value.

(5 marks) AO3

C5 Pilgrimage

- (a) ***Explain why many Christians think it important to make pilgrimages. You may refer to places of pilgrimage in your answer. (Do not describe the worship in detail in this part.)***

Target: To assess the first assessment objective with reference to belief and practice relating to pilgrimage

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

Responses should make it clear that pilgrimage is a journey to a holy place. Examples of other points which could be covered:

- The impact of seeing the sites associated with events important to their faith.
- The experience of being with many other Christians from all over the world.
- The experience of praying and worshipping.

Credit should be given for examples relevantly used.

(8 marks) AO1

- (b) *Describe how worship is an important part of pilgrimage. You may refer to what happens at particular places of pilgrimage in your answer.*

Target: To assess the second assessment objective with reference to belief and practice relating to pilgrimage

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 with some development.	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

Candidates should make clear that worship is an essential part of pilgrimage. They should refer to both public and private worship. Examples of possible points:

- There may be a Eucharist, perhaps shared with other pilgrims from many countries.
- They will find opportunities for private prayer (there may be detail giving, e.g. saying rosary.)
- There may be particular acts of worship appropriate to a place – e.g. taking water from the spring at Lourdes or following the Via Dolorosa in Jerusalem.

Credit should be given for examples relevantly used.

(7 marks) AO2

- (c) *“Pilgrimage is a wonderful experience but it does not make a person a better Christian.”*

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

Target: To assess the third assessment objective with reference to belief and practice relating to pilgrimage

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 expressed coherently.	5 marks

Responses should consider both the aims and effects of pilgrimage and also the qualities of a good Christian.

(5 marks) AO3

C6 Festivals and Belief in Life after Death**(a) Choose**

EITHER *Christmas and Epiphany*
OR *Holy Week and Easter*

How do the events celebrated at the times you have chosen show what Christians believe about Jesus?

Target: To assess the first assessment objective with reference to belief and practice relating Christian festivals and belief about Jesus

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

Candidates may legitimately describe events or ceremonies so long as they make their relevance clear. Examples of points which could be covered:

If no reference made to belief maximum 5 marks

Christmas and Epiphany

- Christmas celebrates the birth of the Son of God. Epiphany is about Jesus being made known as coming for people of all nations.
- Jesus came as Saviour. Because of his life Christians believe that they can be saved and enter heaven.
- Ceremonies / customs such as Advent wreaths and chringles show Jesus as Light of the World.

Holy Week and Easter

- Holy Week focuses on the death of Jesus who died to save people from the consequences of sin.
- Easter celebrates the resurrection of Jesus, which Christians see as bringing hope of life after death.
- Ceremonies / customs such as palm crosses and Easter vigils show the central place of the death and resurrection of Jesus in Christian belief.

(8 marks) AO2

- (b) *How does what is said and done in a Christian funeral service show what Christians believe about life after death?*

Target: To assess the second assessment objective with reference to belief and practice relating to life after death

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 marks

Responses should make it clear that Christians believe in eternal life.

- There will be judgement.
- Those who have accepted Jesus as Saviour and who have lived by his teaching will be accepted into heaven.
- Heaven is a state of being with God.
- Funeral services stress belief in future life in readings, hymns and prayers.
- Christians pray that those who have died may rest in peace.

No credit should be given for any material which relates to reincarnation.

(7 marks) AO2

- (c) *“A Christian funeral should be a joyful service.”*

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

Target: To assess the third assessment objective with reference to belief and practice relating to life after death

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 expressed coherently.	5 marks

Candidates should consider the Christian content of the rite and relevant Christian belief.

For

The deceased is on his way to heaven and the mourners have nothing to be sorry about. The promise of eternal life is for all believers and by crying the mourners are rejecting God's love and promises. By having a joyful celebration of death, those who are not believers might gain greater insight into the meaning of faith.

Against

It is unnatural to expect people to override their natural sense of loss by theological arguments. Trying to be joyful when you are feeling sad might seem artificial and might send the wrong message about the dead person. There is also the belief in judgement and Hell and we must not presume that the deceased is in Heaven, etc.

(5 marks) **AO3**