

GCSE 2004
June Series



Mark Scheme

Specification A Paper 1C: *The Christian Life and St. Mark's Gospel* (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 1C: *The Christian Life and St Mark's Gospel*

A1 Baptism

- (a) *Describe Mark's account of the Baptism of Jesus.*

Target: To demonstrate knowledge and understanding of the baptism of Jesus

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 mark
Level 2	A basic outline with some omissions or confusion.	2 marks
Level 3	A reasonable account covering the main points.	3 marks

(For Level 3, the following should be included: the heavens opened or the Spirit, the voice, 'my Son' and one other accurate point.)

(3 marks) AO1

- (b) *Explain how Believers' Baptism is similar to the baptism of Jesus.*

Target: To demonstrate understanding of the similarities between Believers' Baptism and the baptism of Jesus

e.g.

Adult / own choice / total immersion / personal commitment / gift of Spirit / public ceremony / new beginning / pool (running water, river or lake).

Any two points or one point developed

(2 marks) AO1

- (c) *Why do many Christians have their children baptised as infants?*

Target: To demonstrate understanding of reasons for Infant Baptism

e.g. Child of God from start / understand God better / open to Spirit's influence / guidance through difficult years / brought up within faith / Church tradition / Jesus welcomed children / can attend Christian school / 1st sacrament / can receive other sacraments / Church teaching / parents practising Christians / removal of original sin / life-threatening illness / to get name.

Any two points or one point developed

(2 marks) AO2

A2 Leadership

- (a) *Why did Jesus choose the twelve disciples?*

Target: To demonstrate understanding of reasons for Jesus' choice of the Twelve

e.g. Companionship (support) / preaching / exorcism / spread faith after Jesus' death and resurrection / symbol of twelve tribes / train / demonstration of inclusiveness.

Allow up to one mark for reason about choice of a particular disciple, e.g. Matthew good with money.

Any two points or one developed.

(2 marks) AO1

- (b) *What commission did Jesus give his disciples after his resurrection?*

Target: To demonstrate knowledge of the Commission

Go out / into all the world / everywhere / to all lands
 Preach (spread) the gospel / good news / word of God
 Baptise
 Healing / exorcism / snakes / tongues / poison

Two marks from any two of the four lines.

(2 marks) AO2

A3 Authority

When Jesus healed Jairus' daughter he said, "Talitha kum".

Why do many Christians think that Mark's use of Aramaic words increases the authority of his gospel?

Target: To demonstrate understanding of the authority of Mark's Gospel

e.g. Words of Jesus / eyewitness information / authenticity / vivid detail / powerful words.

Any two points or one point developed.

(2 marks) AO1

B4 The Person of Jesus

- (a) *Describe the rest of Mark's account of the Feeding of the Five Thousand.*

Target: To demonstrate knowledge of the Feeding of the Five Thousand

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 mark
Level 2	A basic outline with some omissions or confusion.	2 marks
Level 3	A reasonable account covering the main points.	3 marks
Level 4	A competent though not necessarily perfect account for a 16 year old.	4 marks

(4 marks) AO1

- (b) *Jesus said to the Greek (Syro-Phoenician) woman, "Let us first feed the children. It isn't right to take the children's food and feed it to the dogs".*

- (i) *What did Jesus mean by these words?*

Target: To demonstrate understanding of the meaning behind Jesus' reply to the Greek woman

Levels of Response

Level 1	Partially correct answer, e.g. Jesus had come for the Jews.	1 mark
Level 2	Accurate answer, showing understanding of both "children" and "dogs", e.g. Jesus' initial mission was for the Jews rather than the Gentiles.	2 marks

(2 marks) AO1

(ii) What was the woman's answer?**Target: To demonstrate knowledge of the Greek woman's reply to Jesus****Levels of Response**

Level 1	Partially correct answer, e.g. the dogs eat crumbs.	1 mark
Level 2	Accurate answer, e.g. the dogs eat the children's crumbs	2 marks

N.B. Credit responses that paraphrase the meaning of the woman's answer, e.g. Gentiles may have their share.

(2 marks) AO1**(c) According to Mark's Gospel, why did Jesus perform miracles?****Target: To demonstrate understanding of reasons why Jesus performed miracles****Levels of Response**

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

e.g.

Reward for faith / signs of Kingdom / God's power revealed in Jesus / compassion / triumph of good over evil / signs of Jesus' authority / to preserve Messianic secret / heal people.

(3 marks) AO2

- (d) *“For Christians today, Saviour is the best title for Jesus.”*

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 titles of Jesus

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.	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

Title gives hope to Christians in adversity / ties in with Liberation Theology / a title that is easy to understand / in everyday use today / true reflection of the Jesus we see in Mark’s Gospel / focuses on important points of Jesus’ ministry such as his death / saved his disciples from the storm / saves people from sin.

Against

Idea of political or revolutionary figure / Jesus called himself Son of Man / presents only one aspect of Jesus / doesn’t reflect his unique status / other titles more appropriate.

(5 marks) AO3

B5 Suffering, Death and Resurrection

- (a) *What arrangements did Joseph make for the burial of Jesus?*

Target: To demonstrate knowledge for the burial of Jesus

Levels of Response

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

(4 marks) AO1

(b) Why was the body of Jesus not anointed at the time of burial?

Target: To demonstrate knowledge of the reason why the Jesus' body was not anointed at the time of burial

Levels of Response

Level 1	A partially accurate answer, e.g. it was the Sabbath / there was no time.	1 mark
Level 2	An accurate answer showing awareness of the Sabbath's imminence and of the law, e.g. there was no time before the Sabbath began / to work on the Sabbath breaks the Sabbath law.	2 marks
		(2 marks) AO2

(c) Christians should not wear a cross or a crucifix as an item of jewellery."

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 meaning of Jesus' death and resurrection

Levels of Response

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

e.g.

For

Jesus' death and resurrection trivialised / makes people forget what Jesus went through / sacred should be separate from secular / symbols of faith not adornment / symbols lose their meaning / superstitious / materialistic symbol.

Against

An act of Christian witness / reminds wearer of presence of Jesus / a source of comfort / used as an aid to silent prayer.

(5 marks) AO3

C6 The Kingdom of God**(a) EITHER**

Describe in detail the conversation that took place when the rich man asked how to gain eternal life. Include Jesus' teaching about the problems of wealth.

OR

Describe in detail the conversation that took place when James and John asked Jesus to do whatever they requested. Include Jesus' teaching about true greatness.

Target: To demonstrate knowledge of Jesus' conversation with either the rich man or with James and John, and his teaching on either wealth or true greatness

Levels of Response

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

N.B. Candidates who include Jesus' conversation with Peter and his teaching on the rewards of discipleship in their account of Jesus' teaching on wealth should not be penalised. This extra material should be credited and taken into account when assessing the level achieved by the answer as a whole.

(8 marks) AO1

(b) Explain what Christians learn about the Kingdom of God from the teaching of Jesus.**Target: To demonstrate understanding of Jesus' teaching about the Kingdom of God****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

Content

e.g.

Kingdom both present and future

Importance of belief

A mystery / not easily understood

Growth of Kingdom despite setbacks / different responses

Will be revealed / good news to be spread / importance of listening and acting

Growth initiated by God / hidden yet certain / gradual / encouragement

In time of persecution / Judgement Day / Parousia

Insignificant beginnings / huge growth / universal / all-inclusive / protective

Humility / trust / receptiveness / dependence

Problems of wealth

Lifestyle marked by love

Self-giving service

N.B. Do not credit mere repetition of material given in answer to part (a).

Reference should be made to some of the following set passages:

Sayings of the Kingdom 1:14-15

Parables of the Kingdom 4:1-34

Jesus and the Children 10:13-16

Entry into the Kingdom 10:17-27

The Request of James and John 10:35-45

Question about Marriage 12:18-27

The Greatest Commandments 12:28-34

Reference might also be made to the following parables:

The Patch and Wineskin – Mark 2:21-22

The Vineyard – Mark 12:1-11

(7 marks) AO2

- (c) *“In today’s world Christians should not desire wealth and power.”*

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 issues arising from a study of the teaching of Jesus about the Kingdom of God

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

Jesus’ warnings about materialism / modern obsession with money / unethical practices of big business / distorted priorities / potential for abuse of power

Against

Depends on how wealth and power are used / power gives potential to change world / opportunities to influence communities for good / wealth can be used to help others / Christians have to live in a consumer society

(5 marks) AO3

C7 The Last Supper and Holy Communion

- (a) *Describe in detail Mark’s account of the Last Supper, starting when Jesus came into the room.*

Target: To demonstrate knowledge of the Last Supper

Levels of Response

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

(7 marks) AO1

(b) Explain different ways in which Christians understand and celebrate Holy Communion.

Target: To demonstrate understanding of different Christians beliefs and practices relating to Holy Communion

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 – 8 marks

Content

e.g. Transubstantiation / consubstantiation / real presence / memorial / frequency of reception / celebration on special occasions / rituals / rite not practised by some denominations / significance of names.

N.B. Candidates may restrict themselves to beliefs, or they may include discussion of practices.

(8 marks) AO2

(c) “For Christians, prayer should matter more than anything else.”

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 issues arising from a study of what it means to be a Christian

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.	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

Importance of prayer in Jesus’ life / personal relationship with God / empowers / source of comfort etc. / bedrock of lifestyle.

Against

Dangers of individualism / importance of sacraments / Bible / Christianity is about lifestyle and relationships with others.

(5 marks) AO3