

Mark Scheme

Specification A Paper 1D: *Christianity and the Synoptic Gospels* (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 1D: *Christianity and the Synoptic Gospels*

A1 The Birth of Jesus Christ

- (a) *What does the name Emmanuel (Immanuel) mean?*

Target: To demonstrate knowledge and understanding of the events surrounding the birth of Christ

God with us (credit 1 mark for God).

(1 mark) AO1

- (b) *According to Luke, why was it important for Joseph and Mary to go to Bethlehem?*

Target: To demonstrate knowledge and understanding of the events surrounding the birth of Christ

To fulfil the prophecies (accept without further elaboration).
Because of the census, Joseph's line of descent.

Accept more general reasons (as long as they are plausible), e.g. that Joseph wanted to take Mary away from the shame of being pregnant (and unmarried) in her hometown.

(3 marks) AO2

A2 The Life of Jesus

- (a) *Describe what happened when Jesus was rejected at Nazareth.*

Target: To demonstrate knowledge and understanding of some of the events surrounding the adult life of Christ

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 some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

1 mark per level up to a maximum of 4 marks.

(4 marks) AO1

- (b) *When Jesus was transfigured on the mountain, two well known people from the Old Testament were seen talking to him.*

Name each person and explain his / her importance.

Target: To demonstrate knowledge and understanding of some of the events surrounding the adult life of Christ

Moses / Elijah

Law / Prophets (must refer to prophecy or prophesied)

1 mark for each up to a maximum of 4 marks.

(4 marks) AO1

- (c) *Jesus was crucified at a place called Golgotha.*

- (c)(i) *What does Golgotha mean?*

Target: Knowledge of meaning of Golgotha

Place of the skull (allow “skull”).

(1 mark) AO1

- (c)(ii) *What did the Centurion (Roman Officer) say after Jesus died?*

Target: To demonstrate knowledge and understanding of the spoken response of the centurion to Jesus’ death

“Truly, this was the Son of God” (Accept a paraphrase (even without “truly”), but must have the phrase ‘Son of God’.)

(1 mark) AO1

B3 Forgiveness*Look at Figure 1.***(a) The incident shown in Figure 1 took place in the home of a Pharisee named Simon.****(i) Why did Simon the Pharisee get upset?****Target: To demonstrate knowledge and understanding of a typical incident involving Jesus, those who loved him and those who criticised him**

Simple statement, e.g. woman was a sinner and had no right to be in his house.

OR

A general comment indicating Pharisee's low perception of "common people".

OR

A similar remark about their perception of their own social standing.

Further development showing knowledge of the text;

The Pharisees' main concern would have been with ritual defilement: the presence of a sinner would have been contrary to his keeping of the law.

e.g. ".....if Jesus were a prophet", etc.

(2 marks) AO1 / AO2**(a)(ii) What does this story teach about Jesus' attitude to the Pharisees?****Target: To demonstrate knowledge and understanding of Jesus' attitude to the Pharisees**

Simple but relevant comment, e.g. Jesus was angry with their attitude.

Some development, e.g. Because they looked down on others / because Jesus didn't like self-righteousness (or similar) / rules getting more prominence than people, etc.

(2 marks) AO2**(b) The woman in this story was showing her love for Jesus.***Explain two ways in which Christians might show their love for Jesus today.***Target: To demonstrate knowledge and understanding of how modern day Christians might show a similar response to Jesus today****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple but relevant reason.	1 mark
Level 2	A second simple suggestion, e.g. reading about Jesus in the Bible. Some development, e.g. taking a full part in worship.	2 marks
Level 3	Two simple ideas, e.g. as above, plus giving money to help the story of Jesus' life be spread.	3 marks
Level 4	Two ideas developed AND showing some depth of understanding, e.g. living the way that Jesus expects, i.e. caring for each other / the sick, etc.	4 marks

(4 marks) AO1

- (c) *“Christians should always forgive anyone who says they are sorry for doing wrong.”*

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

Target: To produce evidence and arguments to support and evaluate points of view regarding Christian responses to situations based on examples from Jesus’ life and teaching

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

N.B. Candidates who make no reference to Christian teaching should not achieve more than Level 3.

For

Sentiments in The Lord’s Prayer / Jesus’ words while being crucified / Forgiveness 70 X 7 / The Father of the Prodigal Son, etc.

Against

Saying sorry means nothing on its own; easier to say than prove. Continual wrong doing makes a mockery of the sentiment expressed (i.e. “sorry”) and thus makes forgiveness difficult if not impossible. True repentance is needed for true forgiveness. Forgiver should look for sincerity from “forgivee”, etc.

The above suggestions are merely that, i.e. suggestions only. They are not meant to be prescriptive. Use professional judgement and credit anything that is scripturally (or doctrinally) correct even if it is not contained in the Specification. Purely secular responses should only receive a maximum 3 marks. Allow for the fact that candidates may come from different traditions and denominations.

(5 marks) AO3

B4 The Resurrection

- (a) *Look at Figure 2.*

Three women came to Jesus’ tomb on Sunday morning.

- (i) *What had they come to do?*

Target: To demonstrate a knowledge and understanding of the events of the first Easter Day. To produce evidence and arguments to support and evaluate different points of view arising from a study of the meaning of Jesus’ resurrection

Anoint / Embalm / Attend to the body. (Accept general comment about fulfilling rites of passage rituals.)

Two simple points or one developed.

(2 marks) AO1

(a)(ii) *Why did they need to perform such a task?*

Target: To demonstrate a knowledge and understanding of the events of the first Easter Day

Simple response, e.g. because the Jewish tradition demanded it.

Development, e.g. as above plus because there was no time previously.

OR

Development, e.g. as above plus a reason, i.e. no work allowed on Sabbath / anointing counted as work / Sabbath had started Friday night.

(2 marks) AO1

(a)(iii) *What difficulties did they expect to find?*

Target: To demonstrate a knowledge and understanding of the events of the first Easter Day

Trouble from Roman guards / misunderstanding from fellow Jews / physical problems rolling the stone.

These are suggestions. Credit 1 mark to each plus 1 mark for development of same idea up to a maximum of 2 marks.

(2 marks) AO2

(iv) *What message did they receive?*

Target: To demonstrate a knowledge and understanding of the events of the first Easter Day

Jesus was risen / Tell the others / Do not be afraid, etc.

Accept any fair response or any two points from any of the synoptic gospel passages.

Credit 1 mark for each general response and another mark for development of same idea or any two different points up to a maximum of 2 marks.

(2 marks) AO1

(b) “Jesus’ resurrection was a good story – but never really happened!”

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 different points of view arising from a study of the meaning of Jesus’ 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 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

Some suggested responses:

For

Jesus was not dead when taken off the cross and effected an escape after recovering. Jesus did die but his body was stolen by the disciples to give the effect of resurrection. It was dark at dawn (and the women were upset and probably crying). Because visibility and their vision was poor, they went to the wrong tomb.

Against

Jesus was definitely dead and could not have “recovered and escaped” because:

- The Romans were experienced executioners and would not have made a mistake.
- There was no need to break Jesus’ legs.
- Blood and Water came from his side; a sure post mortem condition.
- Pilate checked that Jesus was dead before releasing his body.
- Roman guards would have prevented the (frightened) disciples from chicanery.
- The tomb was very high profile. The women would not have had made a mistake.

(5 marks) AO3

C5 Disciples and Messiahship

- (a) *Describe the conversation that Jesus had with his followers near Caesarea Philippi.*

Target: To demonstrate knowledge and understanding of the disciples' responses to Jesus and their perception of him. To produce evidence and arguments to support and evaluate points of view regarding true discipleship arising from a study of their roles / examples

Levels of Response

0	Nothing relevant to credit.	0 marks
Level 1	One or two worthwhile 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 points.	5 – 6 marks
Level 4	A competent but not necessarily perfect account.	7 – 8 marks

(8 marks) AO1

- (b) *Using the synoptic Gospels, explain what Christians might learn about being a disciple.*

Target: To demonstrate knowledge and understanding of the disciples' responses to Jesus and their perception of him

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

Some suggested (but not exhaustive or prescriptive) ideas might be:

Jesus needed followers to encourage more followers / He knew his fate was imminent and needed a nucleus of men to establish his church after / He couldn't expect simple men (like fishermen) to take on a demanding ministry without teaching them how to first / Several famous rabbis had developed a tradition of having disciples, and so had John the Baptist. Why not Jesus?

Do give credit to candidates who realise that there were some women who were followers and provided great service (and thus a ministry of their own) to Jesus' "entourage".

Some candidates may wish to explore the idea that Jesus' disciples seemed to be "permanent students" and seemed slow to understand or to take on the responsibility themselves, e.g. at the stilling of the storm.... "Who is this...", etc? and the Feeding of the Five Thousand when Jesus told them to do what he eventually had to do himself.

These approaches are focussed on the past. Some candidates may wish to concentrate on discipleship in the here and now. This "tack" is equally acceptable and would probably follow lines of service including loyalty / sacrifice / consistency / "worldliness" (yet with purity). These are only examples and are not exhaustive. **HOWEVER** more able candidates should be able to "ground" their responses in answering the question "What Christians learn", i.e. today.

(7 marks) AO2

(c) *“Peter, James and John are poor role models for Christians.”*

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 regarding true discipleship arising from a study of their roles / examples

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 points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

N.B. Candidates who make no reference to Christian teachings should not achieve more than Level 3.

Some approaches / ideas might be:

For

Peter was volatile and inclined to speak before thinking of the consequences. He was pleased to be the leader without always thinking that leadership involved unselfishness and sacrifice too. He berated Jesus at Caesarea Philippi causing Jesus to call him “Satan”. He denied Jesus thrice even though he said he wouldn’t. Therefore... was his faith strong enough to be Jesus’ ‘rock’?

James and John (by their very name “Boanerges”) were not exactly calm characters. Their request to Jesus to sit at his right hand and left hand indicated vanity rather than work / service ethic.

The Christian Church would need courage after Jesus had gone. Did these three disciples have courage at Jesus’ arrest? Also the young church would need leaders with dignity, wisdom and willingness that the first should be last, etc. Did the “inner three” have these qualities?

Against

All three of them followed Jesus without a second thought when called and didn’t desert him through a difficult ministry. We know that Peter at least was married. That was some sacrifice. Jesus would not have let them be privy to many intimate moments, e.g. the Transfiguration, unless he had seen exemplary potential in them. Peter may have lost a battle when he denied Jesus but he proved to be a peaceful leader of the church later on, eventually being martyred.

(5 marks) AO3

C6 Christian Life and Mission**(a) Write an account of**

EITHER *The Parable of the Lost (Prodigal) Son*
OR *The Parable of the Good Samaritan.*

**Target: To demonstrate knowledge and understanding of Jesus' aims and teaching methods.
 To produce evidence and arguments to support and evaluate different points of view
 regarding the effectiveness of those methods and how they might / might not, be of
 use today**

Levels of Response

0	Nothing relevant to credit.	0 marks
Level 1	One or two worthwhile 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 points.	5 – 6 marks
Level 4	A competent but not necessarily perfect account.	7 – 8 marks

(8 marks) AO1

(b) How might the teaching contained in the parables given in part (a) influence the lives of Christians today?

Target: To demonstrate knowledge and understanding of Jesus' aims and teaching methods

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

Some valid avenues that might be explored could be:

Caring for the lost outcasts / avoiding prejudice / being forgiving (as per the father of the Prodigal Son) / being charitable in its fullest sense (**NOT** as per the example of the Prodigal Son's brother).

Some candidates may also wish to state the obvious, i.e. Christians should not indulge in robberies as per the bandits on the Jerusalem / Jericho road. Some may say that Christians should not be impatient or greedy as per the Prodigal. These are simple responses, and thus should be credited positively but appropriately. It's the level of development that is crucial.

"Love Thy Neighbour". Is an obvious response to this type of question, but once again, should only be given the basic credit without development / elaboration / justification, etc.

Some candidates might wish to concentrate on life today (rightly so) but, once again, the better candidates should "ground" their responses in specific / definite contexts. Give credit for those who argue their commitments with reference to other parables, but beware those candidates who do so **AT THE EXPENSE of using parables asked for**. These should not achieve more than Level 3.

(7 marks) AO2

- (c) *“Today, Jesus would not need to go around preaching. He’d have his own website!”*

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 different points of view regarding the effectiveness of those methods and how they might / might not, be of use today

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

Suggestions

There is an obvious caveat to be acknowledged here, in that the question is very broad. What we are looking for however, (in an attempt to “focus” the responses, rather than narrow them) is either a knowledge of why / how Jesus used parables then and how / why the internet is so popular / effective now. More able candidates should be able to demonstrate a grasp of the context of parabolic teaching and the suitability / effectiveness of transferring such a teaching medium then to Information Technology today.

The following are not exhaustive, merely possible examples.

For

A website would be “trendy” and give a more modern look to Christianity. It would appeal to a disaffected generation who accuse the church of being out of touch. It would reach millions world wide in one instance, instead of parables which reached hundreds in small areas and took years to promulgate. It would be universal in the age range it appealed to. A visual website could transcend language barriers.

Against

There is no substitute for having a real live teacher actually teaching. Jesus could explain things to those present that website could not (if confusions arose). Parables were the best medium at that particular time and the content matter reflected society at the time. The fact that parables are still with us demonstrate their quality.

(5 marks) AO3