



General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

Option 1A (3061/6/A) Christianity

Mark Scheme

2005 examination - June series

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.

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

Part A

A1 Festivals

- (a) ***Why is Christmas important to Christians?***

Target: Knowledge and understanding of Festivals

The birth of Jesus (one mark)

One further mark for further relevant material, e.g. Messiah, Son of God, virgin birth.

(2 marks) AO1

- (b) ***Why is Easter important to Christians?***

Target: Knowledge and understanding of Festivals

The resurrection of Jesus (one mark)

One further mark for further relevant material, e.g. proof of his divinity, hope of eternal life.

If there is confusion about what Easter is, e.g. “the death and resurrection of Jesus”, one mark maximum.

(2 marks) AO1

- (c) ***Why is Pentecost important to Christians?***

Target: Knowledge and understanding of Festivals

The coming of the Holy Spirit (one mark)

One further mark for further relevant material, e.g. the beginning (birthday) of the Church, the inspiring of the apostles.

(2 marks) AO1

- (d) ***Why do Christians observe Sunday as their holy day?***

Target: Knowledge of Festivals

Jesus rose on a Sunday (one mark)

Nothing else creditable.

(1 mark) AO1

A2 Worship

- (a) *Explain why Holy Communion is important to many Christians.*

Target: Application of knowledge and understanding with reference to Holy Communion

Levels of Response

| | | |
|----------------|---|---------|
| Level 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 |

Candidates should cover points such as the following. Note that the list is not exhaustive, nor is every point obligatory. Two aspects developed with strong understanding could well receive full marks.

Jesus said, “Do this in remembrance of me”, and so they obey his command. They believe that they receive his grace in a unique way. They believe they he is really present with them. They believe that they receive his Body and Blood. They believe that in communion they have a special bond with Jesus and with the whole Church.

The question does not ask for differences between traditions. They should be credited, but candidates may receive full marks without reference to differences.

(4 marks) AO2

- (b) *Explain why many Christians choose to go on pilgrimage.*

Target: Application of knowledge and understanding with reference to pilgrimage

Levels of Response

| | | |
|----------------|---|---------|
| Level 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 |

Candidates should make points such as:

The experience of being in a holy place brings to life all the more the events associated with the site.

The experience of worshipping in such a place and in the company of people from all over the world is inspiring.

They go to give thanks / be healed / offer special prayers. Credit specific knowledge about places of pilgrimage.

For full marks there must be a clear indication, not necessarily explicit, that a pilgrimage is a journey to a holy place.

(4 marks) AO2

Part B**B3 Prayer****Prayer A**

Lord God, your Son came to be among us as the Prince of peace. Grant that all wars may cease and that people everywhere may live in peace and safety. We ask this through Jesus Christ our Lord. Amen.

Prayer B

O Jesus, I just love you. I thank you because I know you love me and care for me. I know I don't always do what you want me to do and I am sorry. Please forgive me. I just want you to know that I still love you. Amen.

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- (a) **What is the difference between structured and spontaneous prayer?**

Target: Application of knowledge and understanding with reference to prayer

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 good development. | 3 marks |

Structured prayer is formal, as in a set liturgy. Spontaneous prayer comes from the thoughts and feelings of the person speaking. A general rule is that each term clearly understood should gain one mark and a contrast made between them should receive the third.

(3 marks) AO2

- (b) **Why might a Christian use words like those in Prayer B in spontaneous worship?**

Target: Application of knowledge and understanding with reface to prayer

Levels of Response

| | | |
|----------------|---|---------|
| Level 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 good development. | 3 marks |

Expect content on the lines of:

Those using their own words in prayer are likely to pray in this way.
 The words are like a natural expression of one's thoughts.
 The words contain different aspects of prayer – adoration, confession, thanksgiving.
 The question does not ask for a definition of spontaneous prayer.
 Read spontaneous in the light of responses to part (a).

Credit any candidate who says that someone may use words like this but not as a set prayer.

(3 marks) AO2

- (c) *“Prayer is a waste of time. Christians often do not get what they pray for.”*

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

Target: Evaluation with reference to prayer

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 purpose of prayer, which is more than intercession. They could well discuss aspects such as adoration or the need to look for God’s guidance through prayer.

Answers which focus only on prayer as asking will not be placed above Level 3.

(5 marks) AO3

B4 Places of Worship

- (a) *What is the name of the screen which divides the church into two areas?*

Target: To assess the first assessment objective with reference to places of worship

Iconostasis **(1 mark) AO1**

- (b)(i) *What name is given to the pictures which are on the screen?*

Target: Knowledge and understanding with reference to places of worship

Icons **(1 mark) AO1**

- (b)(ii) *How do these pictures help people to worship?*

Target: Knowledge and understanding with reference to places of worship

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Limited factual comment. | 1 mark |
| Level 2 | A basic outline with some omissions and confusion. | 2 marks |
| Level 3 | A reasonable account covering most main points. | 3 marks |

Icons are religious paintings of Jesus, Mary and the saints. To Orthodox Christians, they are more than an aid to prayer since they are filled with the spirit of the person represented in the picture. They are used to focus and to direct the thoughts during prayer.

(3 marks) AO1

(c)(i) *What is the name of the doors in the centre of the screen?*

Target: Knowledge and understanding with reference to places of worship

Royal doors (1 mark) AO1

(c)(ii) *Describe one occasion in the Liturgy when someone goes through these doors.*

Mark the chosen example out of three, e.g.

Levels of Response

| | | |
|----------------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Limited factual comment. | 1 mark |
| Level 2 | A basic outline with some omissions and confusion. | 2 marks |
| Level 3 | A reasonable account covering most main points. | 3 marks |

Lesser Entrance

The priest carries the book of the Gospels from behind the iconostasis towards the people. The priest sings the Gospel passage.

Greater Entrance

The communion gifts of bread and wine are taken in a procession through the congregation. They are carried through the Royal Doors of the iconostasis and placed on the altar.

Allow up to two marks for “the priest is in the sanctuary from the start since that part of the church symbolises heaven”.

(3 marks) AO1

(d) *“Christians should make their places of worship as beautiful as possible.”*

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 places or worship

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 that people show their devotion through the care and adornment of buildings and that others are filled with sense of awe and wonder, enriching their spiritual experience. They should also present counter-arguments, that God is everywhere and can be worshipped in any situation or that many Christians think it better to use the money for humanitarian ends as a gift to God.

(5 marks) AO3

Part C

C5 Initiation Rites

- (a) *Describe a service of*

EITHER Believers' Baptism OR Confirmation.

Target: Knowledge and understanding with reference to belief and practice relating to initiation rites

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 marks |

Believers' Baptism

The account should include awareness (which can be partly implicit) that the persons concerned are of an age to understand and make an informed choice and that they do make that choice along with a firm commitment to Jesus and to living a Christian life. Before being baptised they make a public statement of their commitment, either by answering questions or giving a testimony. They are baptised by total immersion in a suitable baptismal pool or similar. They are baptised in the name of the Father, Son and Holy Spirit.

Confirmation

The account should include awareness (which can be partly implicit) that the persons concerned are of an age to understand and make an informed choice and that they do make that choice along with a firm commitment to Jesus and to living a Christian life. At the service they state their commitment by taking on themselves the commitment made at baptism by themselves, or, if they were baptised as infants, by their godparents. They are confirmed by the laying on of hands by a bishop and thus receive the gift of the Holy Spirit.

(7 marks) AO1

- (b) *A candidate for Believers' Baptism or Confirmation usually goes through a time of instruction.*
- (i) *Why would instruction be considered important?*

Target: Application of knowledge and understanding with reference to Christian beliefs in the context of initiation rites

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

Candidates should make clear that the candidates for these rites must be able to understand what they are doing and to make a clear choice and commitment. The course is to make sure they have understood and thought through the implications of their decision.

(4 marks) AO1

(b)(ii) What might candidates be taught during the instruction?

Target: Application of knowledge and understanding with reference to Christian beliefs in the context of initiation rites

Examples of contents may include:

Studying the Bible, understanding its importance and learning to use it in their spiritual lives'.
Knowing the basic Christian beliefs.
Knowing and understanding what happens in worship and why.

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

(4 marks) AO2

(c) "A Christian is anyone who has been baptised."

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

Target: Evaluation with reference to belief and practice relating to initiation rites

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 Christian beliefs concerning baptism, both those which see baptism as admission to the Christian community and those which see baptism as a response to having been born again. They may also take into account Christian traditions which do not practice baptism. They may discuss whether a baptised person can cease to be a Christian. They may discuss other criteria.

(5 marks) AO3

C6 Christian Belief and Ministry

- (a) *Explain what the Apostles' Creed says about Jesus.*

Target: Knowledge and understanding and their application with reference to belief

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 marks |

I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.

On the third day he rose again;
he ascended into heaven;
he is seated at the right hand of the Father,
and he will come again to judge the living and the dead.

Look for answers which show understanding in their selection, presentation and explanation of material. Any candidate who only quotes verbatim may gain four marks at most.

(4 marks) AO1 and (3 marks) AO2

- (b) *Explain different ways in which Christians believe the Bible may be understood. You may use examples from the Bible to support your answer.*

Target: Application of knowledge and understanding with reference to the Bible

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 – 8 marks |

Candidates should describe clearly at least two contrasting approaches. They need not label them, though they will receive less credit if the classifications are wrongly used.

Maximum Level 3 if there is no comparison or contrast between examples.

Conservative view

The writers were inspired by God and wrote what they believed.

Fundamentalist view

The words of the Bible are taken at their face value.

Liberal view

The essential truth in the Bible is a spiritual truth.

Literal view

Every word of the Bible is literally true.

(8 marks) AO2

- (c) *“Anyone who does not believe everything in the Apostles’ Creed should not be allowed to be a Christian priest or minister.”*

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

Target: Evaluation with reference to belief and ministry

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 role of a Christian minister. They may emphasise the role of preacher and teacher or put more emphasis on pastoral matters. They should relate the roles to the authority of the creed as they perceive them.

Candidates who focus only on the authority of the creed or of ministry, without relating the two, should not be placed above Level 3.

(5 marks) AO3