

General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

Option 1C (3061/6/C) The Christian Life and St Mark's Gospel

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 1C: *The Christian Life and St Mark's Gospel*

A1 The Last Supper

- (a) *Jesus sent two of his disciples ahead to prepare the Passover meal. What instructions did he give them?*

Target: Knowledge of the arrangements made for the Last Supper

Any point from the first four lines – 1 mark.
Something from the question – 1 mark.
Any point from the final sentence – 1 mark.

(3 marks) AO1

- (b) *At the Last Supper, what did Jesus say about the person who would betray him?*

Target: Knowledge of what Jesus said in relation to Judas and the betrayal

One of the Twelve (disciples, you, someone at the table, in the room) / eating (or dipping) with him / woe to that man / better if never born.

Any two for two marks.

(2 marks) AO1

A2 The Commission

- (a) *After his resurrection, Jesus told his disciples to preach the gospel to the world. What else did he say on that occasion?*

Target: Knowledge of Jesus' teaching at the Commission

Rebuke for lack of faith / believers will be saved (or reference to baptism or disbelief) / miracles (or heal) / demons / tongues / snakes / poison.

Any three points for three marks.

(3 marks) AO1

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

Target: Knowledge of the meaning of the term gospel

Good News / Godspell.

Any one.

(1 mark) AO1

A3 The Epileptic (Demon-possessed) Boy

- (a) *Explain the importance of faith as shown in the healing of the Epileptic (Demon-possessed) Boy.*

Target: Understanding of the role of faith in the healing of the Epileptic Boy

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

e.g.

Disciples' lack of faith led to inability to heal / 'everything is possible to one who believes' / 'Lord I believe; help my unbelief' / link between faith and prayer.

Level 1 maximum if no explicit link to story.

Apply principle of salvage for material that belongs to part (b).

(3 marks) AO2

- (b) *According to Mark, Jesus healed many people. How might these healings influence Christians today?*

Target: Understanding of the effects of the miracle stories on the lives of Christians today

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

e.g. encouragement to have faith, etc. / vocation to medical profession / example of caring for others / shows he is Son of God / compassion / take priority over the Sabbath.

(3 marks) AO2

B4 Worship

- (a) *Give two other names for the Eucharist.*

Target: Knowledge of the variety of names of the Eucharist

e.g. Holy Communion / Mass / the Lord's Supper / the Breaking of Bread / the (Divine) Liturgy / the (Blessed) Sacrament.

Any two for two marks.

(2 marks) AO1

- (b) *Explain why the Sabbath is celebrated by Jews on the seventh day (Saturday) and by Christians on the first day (Sunday).*

Target: Understanding of the influence of beliefs about worship on the lives of Christians

e.g.

One of Commandments / God rested on 7th day / Exodus – 1 mark

Jesus' resurrection – 1 mark

Additional Sabbath point / to mark difference between Jews and Christians / good development of point already made – 1 mark

(3 marks) AO1 / AO2

- (c) *Explain why many Christians think it is important to go to church each week.*

Target: Understanding the influence of beliefs about worship on the lives of Christians

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.

Worship an essential part of Christian lifestyle / obedience to God / importance of Eucharist / community aspect / giving and receiving / participation in service to others / recharging spiritual batteries / strengthens for week ahead.

N.B. Candidates may focus on 'going to church' or on 'each week'. Either is acceptable.

(3 marks) AO2

- (d) *"There is no point in baptising babies."*

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

Target: Evaluation of the arguments about infant baptism

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

Too young to understand / choice impossible / importance of informed decision / Jesus baptised as adult / no sins to be washed away.

Against

Story of Jesus and children / original sin / membership of Christian family from start / choice to be ratified at Confirmation / Christian upbringing from start within community / tradition of the Church.

(5 marks) AO3

B5 Parables and Authority

- (a) *According to Mark's Gospel, how did Jesus explain the meaning of this parable to his disciples?*

Target: To show understanding of the meaning of the parable of the Sower

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

Level 4 (4 marks) requires fairly detailed knowledge of the four fates of God's message with links to types of soil.

(4 marks) AO1

- (b) *Explain why Jesus used parables in his teaching.*

Target: Understanding of reasons for parables as a teaching method

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.

Jewish style of teaching / an aid to understanding / to create interest / hearers could relate more easily to them / about everyday life / made people think / ambiguity meant less risk of arrest / challenge attitudes and behaviour of the hearer / Mark 4:10-12 ("the secret of the kingdom of God has been given to you. But to those on the outside everything is said in parables so that, 'they may ever be seeing but never perceiving, and ever hearing but never understanding: otherwise they might turn and be forgiven!'")

(3 marks) AO2

- (c) *“The teaching of Jesus contains all that is needed for Christians today.”*

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

Target: Evaluation of authority of Jesus’ 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 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

Inerrant and complete word of God / Jesus the Son of God / all other gospels dependent on Mark / teaching universally and eternally significant / love of God and of neighbour central / teaching on wealth relevant to modern materialist society / outdated imagery doesn’t invalidate meaning.

Against

Human authorship fallible / some of most important teaching not found in Mark / outdated / irrelevant / hard for modern readers to relate to or understand / many new issues / importance of tradition.

(5 marks) AO3

C6 Suffering, Death, Resurrection and Discipleship

- (a) *Describe in detail Mark’s account of the arrest of Jesus in Gethsemane, starting with the arrival of the crowd.*

Target: Knowledge of Mark’s account of Jesus’ arrest

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

Judas	Servant’s ear cut off	Disciples fled
Reference to / actual kiss	No need for weapons	Young man
Teacher / rabbi	Could have arrested him in temple	Took Jesus away
	Scriptures to be fulfilled	

Level 4 (7 marks) requires 7 pieces of information covering each part of story.

(7 marks) AO1

- (b) *How might Mark’s account of Jesus’ suffering, death and resurrection influence Christians today? You should refer to Mark’s Gospel in your answer.*

Target: Understanding the influence upon modern Christians of Mark’s portrayal of Jesus’ suffering, death and resurrection

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

Level 2 maximum if no implied connection to Mark’s Gospel.

For Level 4 there must be comment on both suffering / death and resurrection.

e.g. discipleship costly / obedience / perseverance / putting God and others first / humility / trust / fear a natural response to suffering / encouragement from awareness of Jesus’ desolation on the cross / suffering, etc. does not have the final word / ultimate triumph of good over evil / death not the end.

(8 marks) AO2

- (c) *“The twelve disciples do not make good 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: Evaluation of the Twelve as examples of discipleship

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

Level 4 maximum if answer as a whole restricted to Peter.

e.g.

For

Let Jesus down / lack of faith / betrayal / abandonment / disloyal / a different culture / too far in the past.

Against

Intentions good / gave up everything for Jesus / fallible humans like us / we can relate to their weaknesses / penitent/became inspirational leaders / faced martyrdom.

(5 marks) AO3

C7 Person of Jesus

(a) Describe in detail

EITHER The Healing of The Paralysed Man
OR Jesus' entry into Jerusalem.

Target: Knowledge of either the healing of the paralysed Man or the Triumphal Entry

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

Town(s) / Mount of Olives Two disciples Colt (donkey) / tied / untie it Master needs it	Came true / brought it / got on Cloaks on colt / ground Spread branches	Hosanna / Praise God Blessed... name of the Lord Blessed... father David / Son of David (If none of the above content is present, credit to be given for the crowd's acclamation of Jesus) Went to Temple / getting late and left
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Level 4 (7/8 marks) requires 7/8 pieces of information covering each part of story.

(8 marks) AO1

(b) *Suggest reasons why Jesus referred to himself as Son of Man rather than Messiah (Christ).*

Target: Understanding of the significance of the titles Son of Man and Messiah in relation to Jesus

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 – 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Level 2 maximum if only Son of Man or Messiah dealt with, e.g.

Son of Man

Humility / service / link with suffering servant / representative figure / humanity / also supernatural figure / ambiguous / less dangerous.

Messiah

Kingly figure / wealth / power / revolutionary / danger of arrest / treason.

(7 marks) AO2

(c) **“Mark’s Gospel presents Jesus as a good man – nothing more and nothing less.”**

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

Target: Evaluation of the Person of Jesus as portrayed in Mark’s Gospel

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

Many references to Jesus as a teacher / ‘good teacher’ / weaknesses and emotions argue against divinity / Jesus an itinerant preacher and healer / Old Testament use of Son of God / centurion said ‘a son of God’.

Against

Mark’s understanding of Son of God / miracles point to divine powers / Son of Man an eschatological figure / unique and intimate relationship with God / gradual revelation of Messianic Secret / allow for answers that say Jesus was not good (some may refer to the Beelzebub accusation).

(5 marks) AO3