

## General Certificate of Secondary Education

# Religious Studies 3061 / 3066 *Specification A*

### *Option 1D (3061/6/D) Christianity and the Synoptic Gospels*

## 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 1D: *Christianity and the Synoptic Gospels*

### A1 The Prologues to the Gospels

- (a) *Explain why the Gospels were written.*

**Target: To demonstrate knowledge and understanding of the Gospels as texts**

To pass on the good news / to preserve the stories as memories were passing / for use in liturgy / to demonstrate proofs that Jesus was the Messiah / to demonstrate fulfilment of the Old Testament / to give the truth / to write an orderly account of events, or any suitable reason.

Three separate reasons or two with development.

**(3 marks) AO2**

- (b) *Name the person to whom Luke addressed his Gospel.*

**Target: To demonstrate knowledge and understanding of the text of Luke**

Theophilus

**(1 mark) AO1**

### A2 Christian Life and Mission

- (a) *What might Christians learn from the story of Jesus walking on the water?*

**Target: To demonstrate knowledge and understanding of events in Jesus' adult life**

#### Levels of Response

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates should not just retell the narrative (maximum Level 1 if they do). They should make reference to faith and what happened to Peter when he doubted, and how Jesus reassured them when frightened.

Candidates may offer low level responses such as “Jesus could do miracles” but more able candidates will explore the nature of faith and doubt, the need to accept that the impossible can happen, the symbolic nature of the story.

1 mark per Level, up to a maximum of 4 marks.

**(4 marks) AO1**

- (b)(i)** *What did the Pharisees criticise when Jesus and his disciples were walking through the cornfields?*

**Target: To demonstrate knowledge and understanding of the text**

Breaking the Sabbath / doing some thing unlawful / in effect harvesting.

Any two points or one developed.

**(2 marks) AO1**

- (ii)** *What did Jesus say in reply to them?*

David ate the bread for the priests / the Sabbath was made for humans, not humans for the Sabbath / Son of Man is Lord of the Sabbath.

**(2 marks) AO1**

### **A3 Walk to Emmaus**

*How did the two disciples recognise that it was Jesus who had walked with them to Emmaus?*

**Target: To demonstrate knowledge and understanding of the post-resurrection appearance narratives**

Jesus' blessing / breaking of the bread / realised that their hearts had burned within them as Jesus had spoken to them on the walk.

Any two points one mark each.

**(2 marks) AO1**

### **B4 The Kingdom of Heaven**

- (a)** *Look at Figure 1.*

*How did Jesus explain the meaning of what happened to two of the groups of seed?*

**Target: To demonstrate the ability to identify significant parts of a parable**

Seed on the path: eaten by birds = taken away by the devil

Seed among thorns: choked = fell away from faith because of the temptations and pressures of life

Seed in poor soil / among stones: withered = had little depth of faith when pressure / persecution came

Seed on good soil: 30, 60 and 100 fold increase = hear the word of God and share it

Any two for 2 marks.

**(2 marks) AO1**

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

**Target: To demonstrate understanding of reasons for parables as a teaching method**

**Levels of Response**

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

e.g.

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 / Mark 4<sup>1-12</sup> (“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!’”) / challenge to hearers.

**(3 marks) AO1**

- (c) *In the Parable of the Three Servants (The Talents) each servant was told to use well the money (talents) the master gave them. Explain what each servant did with his or her money.*

**Target: To demonstrate understanding of the text**

Servant 1: 5 bags became 10

Servant 2: 2 bags became 4

Servant 3: 1 bag was kept and nothing was done

Candidates may show that the master recognised the achievements of the first two and credit should be given for this.

1 mark each or two marks with development.

**(3 marks) AO1**

(d) *“A Christian’s most important duty is to pass on the teaching of Jesus.”*

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

**Target:** To demonstrate the ability to present an argument and show understanding of alternative view points on Christians teaching the Gospel

**Levels of Response**

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

Christians are commanded by Jesus to teach, the disciples were to teach people, Jesus set the example through the parables and miracles, teaching is at the heart of the many sermons in church. Candidates may refer to the sense of vocation that Christian teachers can have and the work of Church Schools.

**Against**

Christianity is a personal religion and it is more important to live out the faith rather than preach, not all are called to be teachers, some might not be very good at it, it is more important to have belief than what you say about it.

**(5 marks) AO3**



**B5 The Baptism and Temptation**

*Look at Figure 2.*

- (a) *Explain why Christians see the baptism of Jesus as the beginning of his public ministry.*

**Target: to demonstrate knowledge of the baptism of Jesus**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Jesus from Nazareth / Galilee / River Jordan / John / Coming out of the water / saw the spirit / like a dove / descending on him / Voice from heaven / “You are my Son” / “the Beloved” / “my favour rests on you”

Very public opportunity for Jesus to show his links to John and to demonstrate his own understanding that a public act was needed to begin his work / comes at the beginning of Mark

Jesus appears to have done no miracles or public teaching before it  
Comes before the Temptations and wilderness preparation for ministry  
Jesus does not call his disciples until afterwards  
The voice from heaven is a Jewish form of God’s acclamation for the work

Candidates who only tell the story should not get above Level 2.

**(4 marks) AO1/2**

**(b) Describe and explain two of the temptations of Jesus as recorded in the Gospel of Luke.**

**Target: To demonstrate knowledge and understanding of the temptations of Jesus**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates are expected to know the temptations but would not be awarded beyond Level 2 if that is all that they wrote.

Candidates may refer to the reasons for the temptations being just after the baptism (the beginning of Jesus' ministry) because it was a normal thing for religious teachers to spend time alone, for Jesus to think through his ministry before beginning it, to emphasise that even at the beginning God's power was necessary for him to continue. Level 4 should be awarded to a candidate who does not explicitly list the temptations of Jesus but demonstrates a clear understanding of their importance in a coherent manner.

**(4 marks) AO1/2**

**(c) "Jesus shows Christians how to deal with temptation today."**

**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 the Christian positions which may be adopted in the light of temptations**

**Levels of Response**

<b>0</b>	An unsupported opinion.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or two elaborated reasons.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Candidates should produce a balanced argument showing that there are those who believe that Jesus' example should be followed but others believe that time has moved on and there are different temptations which are not covered in the stories.

**For**

Jesus drew from his understanding of the teaching on obeying God  
Jesus showed fortitude  
Jesus refused to be drawn by riches and power  
Jesus demonstrated that there is more to life than possessions.

**Against**

Not all Christians are in the leadership position that Jesus was

There are different temptations

Life is more complicated

People need to feel that they belong in a materialistic society so will be drawn to modern things which might be regarded as temptations.

**(5 marks) AO3**

**C6 Prayer and Forgiveness****(a) *What did Jesus teach about prayer in the Sermon on the Mount?***

**Target: To demonstrate knowledge and understanding of Jesus' teaching on prayer in Matthew 6 and begin to make links with modern Christian practice and attitudes towards prayer**

**Levels of Response**

<b>0</b>	Nothing relevant to credit.	0 marks
<b>Level 1</b>	One or two worthwhile points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some omissions or confusion.	3 – 4 marks
<b>Level 3</b>	A reasonable account, covering most of the points.	5 – 6 marks
<b>Level 4</b>	A competent but not necessarily perfect account.	7 – 8 marks

**(8 marks) AO1**

**(b) *Explain what Christians might learn about forgiveness from Jesus' life and teaching.***

**Target: To demonstrate knowledge and understanding of the Christian attitude to forgiveness**

**Levels of Response**

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

Candidates should demonstrate that they know and understand some of the teaching of Jesus on forgiveness, e.g. 70 x 7 times, The Sermon on the Mount teaching (turn the other cheek, go the extra mile, etc.), healing by the forgiveness of sins, the words on the cross. Good candidates will then be able to offer some critical remarks on how difficult the teaching is to live up to in life. The ideal to be aimed at will be referred to.

**(7 marks) AO2**

- (c) *“Prayer is just words. It does not change anything.”*

*Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. You should refer to Christianity in your answer.*

**Target: To demonstrate understanding of the problem of apparently unanswered prayer and to show that there are arguments which support and reject the effectiveness of prayer**

**Levels of Response**

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

Candidates should be able to identify that it is non-religious or atheistic person who would make the comment but should be able to see that a believer with doubt might express the sentiment. There should be some arguments for and against.

**For**

There are many examples of prayer being answered, e.g. in miraculous stories and those who really believe that God has changed lives or events. Candidates might offer one.

Prayer is not a slot machine; the answer ‘no’ is just as much an answer as ‘yes’.

Prayer is a way of life as well as just words.

**Against**

The view that even if prayer is answered it is nothing more than luck or coincidence.

God cannot be expected to change the laws of nature.

There appears to be an unfair randomness about answered prayer.

**(5 marks) AO1**

**C7 Holy Week and Discipleship**

- (a) *Describe in detail*

**EITHER**        *The arrest of Jesus from the arrival of the crowd*  
**OR**                *The trial of Jesus before the Jewish Council.*

**Target: To demonstrate knowledge and understanding of a key event in Jesus’ life and ministry and his relationship with the authorities of the day**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two worthwhile points.	1 – 2 marks
<b>Level 2</b>	A basic outline with some omissions or confusion.	3 – 4 marks
<b>Level 3</b>	A reasonable account, covering most of the points.	5 – 6 marks
<b>Level 4</b>	A competent but not necessarily perfect account.	7 – 8 marks

**(8 marks) AO1**

- (b) *Explain what the events of Holy Week teach Christians about the person and work of Jesus and who he was.*

**Target: To demonstrate knowledge and understanding of the narrative of Holy Week and to show that the understanding it can be applied to Christian discipleship today**

**Levels of Response**

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

Candidates should be able to identify and draw teaching points from the key incidents:

**Entry into Jerusalem**

Messianic, triumphal, Jesus is demonstrating his coming in peace

**Jesus weeps over Jerusalem**

Foretelling of the destruction in 70AD

**The 4 last questions**

Reflect the 4 questions of the Passover asked by the youngest child  
Chance for Jesus to further instruct and challenge

**Last Supper**

Foretelling of the crucifixion and suffering of Jesus, last sharing of a meal by the disciples which became central to some Christian sects

**Prayer in the Garden**

Jesus sets the example for prayer at crucial times

**The arrest, trials and condemnation**

Demonstrating that Jesus was prepared to see matters through to the end

Candidates here need to demonstrate an attempt to show what Christians can learn **about Jesus** not just retell the stories of Holy Week.

Maximum of Level 2 if the candidate only tells the story.

**(7 marks) AO2**

(c) ***“Peter failed to support Jesus when it mattered.”***

***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. To be able to use the narratives of Peter to evaluate his support of Jesus**

**Levels of Response**

<b>0</b>	An unsupported opinion.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

**For**

Peter denied Jesus, he ran away at the arrest, he failed to understand the significance of the Transfiguration and broke the atmosphere by speaking, he was rebuked by Jesus after the confession, he was impetuous and at the last supper Jesus told him that he would let him down. Peter protested his innocence.

**Against**

Good candidates will be able to link this passage with other significant “Peter” events, principally the declaration at Caesarea Philippi and the Transfiguration. Peter was always with Jesus at the major events and was clearly one of the inner circle of disciples.

Good candidates will give a balanced account of the incidents in the Gospels relating to Peter. If they do nothing more than retell a number of narratives they should not be awarded above Level 3.

***(5 marks) AO3***