

General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

Christianity Option 1A (3061/6/A)

Mark Scheme

2006 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.

Examples of minimum standards for each mark are given in the document '*Religious Studies Specifications A, B and C, Quality of Written Assessment*'.

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 The Bible

- (a) *Explain one difference between the Old Testament and the New Testament.*

Target: Knowledge and understanding of the difference between the Old Testament and the New Testament

The Old Testament relates to what preceded the birth of Jesus.
The New Testament is about the life and significance of Jesus.
As long as this distinction is clearly known two marks may be given.
One mark for an incomplete or less satisfactory answer.

(2 marks) AO1

- (b) *Describe two different ways in which the Bible is used in public worship.*

Target: Knowledge and understanding of ways in which the Bible is used in public worship

One mark for each example, e.g.
Lessons are read from the Bible
Sermons
Bible study (study groups are allowed as public worship)
Psalms
Songs / hymns based on the Bible
Services based on the Bible, e.g. Eucharist.

Note that only one mark may be given for readings, even if two examples are given of services at which it is read.

(2 marks) AO1

- (c) *Explain why Christians think that reading the Bible is important.*

Target: Application of knowledge and understanding of the importance of Bible reading

Because they believe it is the word of God or inspired.
Marks may be given for development of this concept, either a good description of a particular way of understanding (e.g. Liberal, Literal), or an indication of contrasting views.
Alternatively, candidates may gain marks by saying that their faith and / or understanding is deepened, or that they find guidance as to how they should live.

(3 marks) AO2

A2 Belief

- (a) *What does the Apostles' Creed say about the suffering and death of Jesus?*

Target: Knowledge and understanding of the Apostles' Creed

Suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.

Do **not** credit "he suffered" or "he died".

Look for more specific knowledge; full marks will cover the main points above, though not necessarily every detail, e.g. two marks would be given for "he died on the cross and was buried".

(2 marks) AO1

- (b) *Explain why some Christians believe that it is important to receive Holy Communion.*

Target: Application of knowledge and understanding of belief in Jesus and the Eucharist

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

Candidates should make points such as that Christians believe:

- Jesus rose and is alive and present today.
- Jesus is present in the Eucharist.
- Jesus told them to do so.
- It is an act of fellowship.

Candidates may indicate one or more ways in which the presence is understood.
They must act on Jesus' command "Do this in remembrance of me".

(3 marks) AO2

- (c) *Explain how belief in life after death influences the way some Christians live.*

Target: Application of knowledge and understanding of belief in life after death

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 knowledge and understanding of belief applied to the reasons for an important element in the Christian life.	3 marks

Candidates should make points such as that Christians believe that:

There is a heaven and there is a hell.

There will be a judgment; each must prepare for that judgment.

Jesus offers forgiveness of sins through his death.

(3 marks) AO2

Part B

B3 Holy Week, Easter and Pilgrimage

Look at Photograph A, which shows a Palm Sunday procession going to Jerusalem.

- (a) *Describe the event in the life of Jesus which these people are celebrating.*

Target: Knowledge and understanding of Holy Week

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

This is to recall Jesus' ride on a donkey into Jerusalem.

People threw palm branches in front of him.

They were welcoming him as Messiah.

Shouts of Hosanna.

Fulfilment of prophecy.

(4 marks) AO1

(b) Explain why some Christians go on pilgrimage.

Target: Application of knowledge and understanding of pilgrimage

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

Expect content on the lines of:

To visit a place associated with their faith is a great spiritual experience for them.

They are able to worship in holy places.

They will share that experience with others.

(4 marks) AO2

(c) ‘For Christians, celebrating Easter is the most important part of their faith.’

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

Target: Evaluation of significance of Easter

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Points made may include:

They may find real meaning and fulfilment in the celebration of events which are central to their faith.

The most important things are their relationship with God and the way they live as Christians in the world.

(5 marks) AO3

B4 Infant Baptism

Look at Photograph B, which shows an infant baptism.

- (a) *What words does the priest say as he baptises the child?*

Target: Knowledge and understanding of baptism

Three marks to be given for “I baptise you in the name of the Father, the Son and the Holy Spirit.”

One or two marks for this incompletely.

One alternative mark for the naming of the child.

One mark for “I sign you with the sign of the cross” if the correct version is missing.

(3 marks) AO1

- (b) *Explain the duties of the godparents in the life of the child.*

Target: Application of knowledge and understanding of infant baptism

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

Points such as:

Teaching the child about the Christian faith.

Being role models.

Encouraging the child in the Christian life by prayer, example and teaching.

Supporting the parents in the Christian upbringing of the child.

Note: marks **not** to be given for “Care for the children if the parents die”.

(4 marks) AO2

(c) *‘Children should only be baptised if their parents are regular churchgoers.’*

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

Target: Evaluation of the practice of infant baptism

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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 ideas such as:

Some Christians believe that baptism is a precious gift of God’s grace, which should not be withheld from a child because of any perceived failing by the parents.

Originally baptism was for adults making a decision and so there is nothing un-Christian in restricting baptism to situations where there is faith.

(5 marks) AO3

Part C**C5 Marriage**

- (a) *Explain what happens during a Christian marriage ceremony, paying particular attention to what is said and done. You may refer to a marriage service in any tradition / denomination.*

Target: Knowledge and understanding of Christian marriage

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 – 8 marks

Candidates are expected to know the main emphasis of the vows in a Christian marriage.

The main points are that marriage is a complete commitment; that the couple promise to be faithful to one another until they are parted by death.

The other essential feature is the giving of rings. Beyond that, credit any relevant material, including that which is correctly said to be specific to a chosen tradition.

Note that completeness (virtually impossible) is not required for full marks.

(8 marks) AO1

- (b) *Explain how the marriage service helps to guide Christians in their family life.*

Target: Application of knowledge and understanding to Christian marriage

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

Candidates may focus on concepts which are central to the marriage service, such as love and trust.

They may introduce references to children in the rites and the commitment to their Christian upbringing.

They may write about particular vows, e.g. “for richer, for poorer; in sickness and in health”, and interpret those vows.

N.B. Do not credit the words of the ceremony here. Credit only the application to married life.

(7 marks) AO2

- (c) *‘The most important vow a Christian couple make at their marriage is to be faithful to each other.’*

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

Target: Evaluation of the use of the words of others in 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

Candidates may stress the need for complete trust.

They may write about the hurt to spouse and family arising from adultery.

On the other hand, they may argue that if the couple love each other that is of greater importance.

From love faithfulness may grow, or, in the event of unfaithfulness, reconciliation and forgiveness may ensue.

(5 marks) AO3

C6 Prayer

- (a) *Choose two of the following prayers or aids to prayer, and explain how Christians use them in their personal prayer and meditation.*

Lord's Prayer, Jesus Prayer, Rosary, Icon

Target: Knowledge and understanding of prayer (Specification Section 9.3)

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

Look for ideas such as:

The Lord's Prayer

is used as a summary of many aspects of prayer and with a sense of unity with other Christians and with Jesus himself.

The Jesus Prayer

is used with regular repetition, as the person using it aims to pray not just with words but with the heart.

The Rosary

is used with repetition of prayers as worshippers focus on mysteries relating to events in the life of Jesus and their meaning for Christian believers. Better responses will describe the rosary as prayer rather than a set of beads.

Icons

are religious paintings of Jesus, Mary and the saints used by Orthodox Christians and others. They are believed to be filled with the spirit of the person represented in the picture. As such, an icon is a focal point in personal prayer.

(8 marks) AO1

- (b) *Explain how regular prayer might make a difference to the way a Christian lives.*

Target: Application of knowledge and understanding of prayer

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

Candidates may state that, in prayer, Christians think about God and feel close to him. If they love God they will wish to please him. Evening prayer may include reviewing the day with God.

Candidates may write about particular aspects of prayer, e.g. confession, and say that if Christians are really repenting it should show in their everyday lives.

(7 marks) AO2

- (c) *'It is better for Christians to pray using their own words rather than use prayers written by other people.'*

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

Target: Evaluation of the use of the words of others in 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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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 may take the line that if Christians use their own words they are concentrating and putting more of themselves into their prayer.

On the other hand, they may write about the inspiration received from the words of great Christians of the past. They may relevantly introduce the Lord's Prayer here.

(5 marks) AO3