

General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

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

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.

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*

Part A

A1 Life of Jesus

- (a) *In which town was Jesus born?*

Target: To demonstrate knowledge of the life of Jesus

Bethlehem.

(1 mark) AO1

- (b) *Why was it important that Jesus was born in this town?*

Target: To demonstrate knowledge and understanding of the life of Jesus

To emphasise the link with King David / the messianic tradition / Joseph was of the house of David / to fulfil the prophecies of the Old Testament.

Any two points or one with development.

(2 marks) AO2

A2 Discipleship

- (a) *Describe the meeting between Jesus and Zacchaeus.*

Target: To demonstrate knowledge of the life of Jesus

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 mains points.	3 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	4 marks

One mark per level.

Luke 19¹⁻¹⁰

N.B. Some translations have a differing spelling of Zacchaeus (e.g. Zaccheus).

(4 marks) AO1

- (b) *Describe the call of Simon and Andrew by Jesus.*

Target: To demonstrate knowledge of the call to discipleship

Casting their nets fishing / Jesus said follow me / left nets and followed / fishers of men.

Candidates may give the Luke version where the first 4 disciples were in a boat fishing / left their nets / followed him.

If following Luke: put out their nets / made a great catch.
Peter fell to his knees / asked Jesus to leave.

Any two statements.

(2 marks) AO1

- (c) *Explain what it means to be a disciple of Jesus.*

To follow / to imitate / to accept the teaching / to live out the life of “the way” / to be a Christian / to suffer / be persecuted.

Candidates may come up with other ideas linked to today or related to Jesus and due credit should be given.

Any two points or one developed.

(2 marks) AO1

A3 Forgiveness

- (a)
- In the Parable of the Lost Coin, what did the woman do when she realised that her coin was lost?*

Target: To demonstrate knowledge of the parables of Jesus

Cleaned the house and searched until she found it. Allow just searched until she found it.

(1 mark) AO1

- (b)
- What did Jesus mean when he said to the Pharisees, “It is not the healthy who need a doctor, but the sick.”?*

That Jesus had come to teach those who were ignored by the Pharisees and the other teachers, i.e. the outcasts and those rejected by the leaders. It is also ironic and Jesus could have been being somewhat sarcastic to the Pharisees who were hypocritical thinking they needed no further teaching. He was trying to show that those who recognised their need of teaching (spiritual healing) were those who he most wanted to teach. The righteous are already saved or it is sinners who need help.

Any two points or one developed.

(2 marks) AO2**Part B****B4 Jesus as Lord**

- (a)
- Give an account of the story of Jesus and the Men with Leprosy.*

Target: To demonstrate knowledge of the miracles of Jesus**Luke 17¹¹⁻¹⁹****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

1 mark per level up to 4 marks.

(4 marks) AO1

- (b) *After Jesus calmed the storm, he said to his disciples, “Why are you frightened? Have you still no faith?”*

Explain what these words could mean for Christians today.

Target: To demonstrate knowledge and understanding of the reactions of Jesus to his disciples

Because they had been frightened in the storm and assumed that they were doomed and had demonstrated a lack of faith. Jesus assured them that he was in control and reprimanded them for lacking faith. Christians can learn that they should put their faith in Jesus and all will be well. People talk about the storms of life.

Some candidates may put an opposite view, that Christians are not always saved from the storms of life and it does not always “come right in the end”. This should be credited.

Three points or two with development.

(3 marks) AO2

- (c) *Explain why Jesus was criticised when he cured the paralysed man let down through the roof.*

Target: To demonstrate knowledge and understanding of the reactions that Jesus created in others

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

1 mark per level up to a maximum of 3 marks.

Because Jesus had said, “Your sins are forgiven” / people in those days believed that sin led to suffering / the scribes and the Pharisees had debated Jesus’ authority before the cure took place / the cure demonstrated Jesus’ power / authority.

(3 marks) AO1

- (d) *'It is much easier to believe in Jesus because of his miracles.'*

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

Target: To demonstrate understanding of the challenge of religious belief today

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Opinion supported by a 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

Candidates should be able to draw on their knowledge of the synoptic gospels in putting together an argument which demonstrates that they can put two sides of the case, and illustrate it with some examples. Those who do not refer to the gospels should **not** gain above Level 3.

For

The miracles of Jesus demonstrate that he is the Son of God and the fact that he could appear to control nature, feed the hungry and cure the sick shows that he has power over all aspects of life. He did not perform miracles to impress people merely to meet needs. They show that Christians should have faith as the miracles were in response to faith. Faith can be strengthened by miracles and there are still miracles today. People can be inspired to create apparently miraculous situations.

Against

The miracles are impossible to the modern mind and so make the person of Jesus unreal. They could have been made up to enhance the story. How can things happen which break the laws of nature? It is not fair to those who don't get a miracle to cure or feed them.

Candidates may well give a very personal example in this question. Credit should be given for this and for the fact that they will come from different traditions.

(5 marks) AO3

B5 Care for Minorities

- (a) *What did the Syro-Phoenician (Greek) woman mean when she said to Jesus, "Sir, even the dogs under the table eat the children's leftovers (scraps)."?*

Target: To demonstrate knowledge and understanding of the reactions of those around Jesus to people he came into contact with

In response to Jesus saying that children should be fed before the dogs.

For development the candidate should be aware of the statement of the woman that the children were understood to be the Jews and that foreigners were sometimes referred to as dogs. She believed that Jesus' message and actions were for all.

Any two points.

(2 marks) AO2

- (b) ***Explain why Jesus helped those rejected by society. Refer to at least two groups that Jesus helped in your answer.***

Target: To demonstrate knowledge and understanding of the response of Jesus to those in need

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

Women / Samaritans / foreigners / Romans / tax collectors / lepers / mentally ill / possessed / to demonstrate the love of God / to meet their needs / because they asked him to help them / to show that the way they were being treated was unjust / to recognise their value to God as human beings / it was his mission and calling.

If only one group is referred to a maximum of Level 2 should be awarded.
1 mark per level to a maximum of 4 marks.

(4 marks) AO2

- (c) ***‘The most important duty for a Christian is to care for those rejected by society.’***

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

Target: To demonstrate knowledge and understanding of how modern believers apply the teachings of Jesus to their lives today

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

Candidates should be able to use the synoptic material and Christian action in the world to talk about the need to help those with material and spiritual needs. They may refer to NGOs in their answer, e.g. Christian Aid (Muslim Aid may be mentioned by some candidates) and CAFOD. Candidates should be credited with relevant examples.

A possible alternative view is that Christians should be more concerned with spiritual matters and concentrate on their own religious life. It was not part of Jesus’ work to put right the whole world so Christians should not become over concerned with “works”. Prayer and the morally upright life are more important. For example contemplative religious orders do not take action in this form.

(5 marks) AO3

Part C**C6 The Kingdom of Heaven**

- (a)
- Describe, in detail, the Parable of the Sheep and the Goats.*

Target: To demonstrate the ability to show knowledge of the teachings of Jesus through the parables**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

Matthew 25 ³¹⁻⁴⁶**(7 marks) AO1**

- (b)
- Explain what Christians might learn from the parables of Jesus about the Kingdom of Heaven.*

Target: To demonstrate the ability to show understanding of the Kingdom of Heaven in the teaching of Jesus and show how believers today might apply it**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

Candidates are here expected to be able to draw the key points from the parables about the Kingdom of Heaven. They should be expected to have ideas of it being present now and in the after life. They should refer to ideas of justice and fairness; there may be references to it being of great value, that it is open to many people, that it is something to be shared. It is a place of forgiveness but there will also be judgement.

Reference to some key parables should be expected, e.g. the Sower, Matthew 13.

The question is about “**What might Christians learn...**” and not an opportunity to retell parables. Candidates who do no more than retell a parable should not be credited above Level 2.

(8 marks) AO2

(c) *‘The Kingdom of Heaven is just something for Christians to hope for in the future.’*

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

Target: Candidates can demonstrate the ability to apply the teaching of Jesus to possible understandings of the phrase Kingdom of Heaven and its significance for Christians today

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 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 could indicate that for some people the Kingdom of Heaven is here now and that is what living the Christian life means. This may include attending worship, prayer and following a rule of life. It might also include working to create a better world for those in need. They might touch on vocation.

Others see the Kingdom of God as heaven and something to attain or enter after death. This is based on the resurrection of Jesus and some of the sayings about the afterlife. This is part of the Christian funeral service and ideas of eternal reward and punishment may be referred to.

There is no proof of the existence of heaven may well be a response from some candidates. This should be credited.

(5 marks) AO3

C7 Holy Week

- (a)
- Describe, in detail,*

*EITHER Jesus' Entry into Jerusalem**OR The Last Supper, beginning with Jesus sitting at the table with the Twelve.***Target: To demonstrate knowledge and understanding of the principal events of Jesus' life****Mark 11** ¹⁻¹¹ / **Mark 14** ¹⁰⁻²⁵**Levels of Response**

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

(8 marks) AO1

- (b)
- Explain how both the Entry into Jerusalem and the Last Supper help Christians to understand who Jesus was.*

Target: To demonstrate knowledge and understanding of how key events of Jesus' life indicate the Christian understanding that he had a divine purpose**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 should be able to demonstrate that they understand the significance of the two events in relation to Jesus' mission.

The Entry into Jerusalem

The Triumphal Entry is messianic in nature but points to a different type of messiah to that expected. The use of the colt rather than a horse will be referred to by many. The acclamation of the crowds indicating that they understood something of the messianic claim being made here. Some candidates may well refer back to King David having a colt (I Ki).

The Last Supper

The Last Supper indicates the sacrificial event about to take place in the crucifixion. The use of the bread and wine symbolic of Passover indicates a link back to Moses and the salvation he brought the Israelites. Jesus' sacrifice is remembered each Sunday by Christians when they recall the words of the institution.

Jesus came to save, and died to ensure that that salvation was acceptable to God in the understanding of a blood sacrifice.

(7 marks) AO2

(c) *‘The Crucifixion of Jesus is more important to Christians than the Resurrection.’*

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

Target: To demonstrate an understanding of two key points in Jesus’ life and to show that the candidate can compare two events and draw a conclusion about the relative importance of the event

Levels of Response

0	An unsupported opinion.	0 marks
Level 1	Opinion supported by simple reason	1 mark
Level 2	Opinion supported by one elaborated reason or two 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 not be awarded above Level 3 if there is only one viewpoint.

For

Without the death of Jesus there could not have been a reconciliation between God and human beings. It was part of the plan that there should be a blood offering to get rid of sin. Without the crucifixion there could not have been the resurrection anyway. In the Roman Catholic traditions, and some other traditions, the crucifix is important.

Against

Without the resurrection Jesus might not have been remembered. The resurrection is the proof of Jesus divinity and shows that he was more than just another teacher or prophet. It is the resurrection that gives hope to people who believe in life after death. In most Christian churches the cross is shown as empty.

(5 marks) AO3