



General Certificate of Secondary Education

Religious Studies (3061/3066)
Full or Short Course
Specification A

Paper 1A Christianity (3061/6/A)

Mark Scheme

2007 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.

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- 3 marks** The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
- 2 marks** The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 mark** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Paper 1A: Christianity

Part A

A1 Places of Worship

- (a) **Why is the pulpit important in many church buildings?**

Target: To assess knowledge and understanding of the use and importance of a pulpit

One mark for knowing that the pulpit is the place where the Bible is read, or from which the service is led, or where the sermon is preached.

Two marks if the candidate makes two such points or an additional point such as that the pulpit is raised up.

(2 marks) AO1

- (b) **Why is the altar important in many church buildings?**

Target: To assess knowledge and understanding of the use and importance of an altar

One mark for knowing that the altar is the central place, where the central act of Holy Communion takes place.

Second mark for development of this or for a further point, e.g. place where marriages are blessed (allow, couples are married there).

(2 marks) AO1

- (c) **Why is the iconostasis important in Orthodox church buildings?**

Target: To assess knowledge and understanding of the nature and importance of an iconostasis

One mark for knowledge (stated or implicit) that the iconostasis is a screen.

One mark for development, e.g. link between earth and heaven, separates sanctuary / altar from congregation.

(2 marks) AO1

- (d) **Why do some Christians think it is important that their place of worship is plain and simply decorated?**

Target: To assess awareness of how the beliefs of some Christians are shown in the design of their church buildings

Two marks for a developed response, e.g. God can be approached and worshipped anywhere and does not need an elaborate church building. The decorations can be distracting; money could be put to use more pleasing to God.

(2 marks) AO2

Part B

A2 The Bible

- (a) ***Explain how the Old Testament and the New Testament are different.***

Target: To assess knowledge and understanding of the distinction between the two testaments

Two marks for a clear distinction between the two testaments, e.g. the Old Testament is before the time of Jesus, the New Testament is about his life and teaching. The Old Testament is in Hebrew, the New Testament is in Greek.

One mark for a less adequate attempt to distinguish.

(2 marks) AO1

- (b) ***Explain why Christians read the Bible in their private worship.***

Target: To assess understanding of how what Christians believe about the Bible is shown in the way they use it in their spiritual lives

One mark for awareness that Christians believe that the Bible is inspired or that it is the word of God.

One or two further marks for development, e.g. that reading the Bible enables them to know more of Jesus' life and teaching.

(3 marks) AO2

- (c) ***Why do Christians say the Lord's Prayer?***

Target: To assess understanding of why Christians use the Lord's Prayer

One mark for a simple answer, two marks for a developed reason or for two reasons, e.g. Jesus told his disciples to pray in this way. It contains many aspects of prayer. It is the prayer which unites all Christians. For devotional reasons in private prayer.

(2 marks) AO2

B3 Worship

Look at this photograph of spontaneous or charismatic worship.

(a) What do Christians believe about the Holy Spirit?

Target: To assess knowledge and understanding of what Christians believe about the Holy Spirit

Levels of Response

Level 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

The Holy Spirit is God, one of the persons of the Trinity. He came to the Church at Pentecost. He inspires Christians. In baptism or confirmation the Spirit is received. Christians believe in the ongoing presence of the Spirit in the life of the Church. Credit references to the gifts and / or the fruits of the Spirit.

(4 marks) AO1

(b) Why do people worship in a spontaneous or charismatic way?

Target: To assess understanding of spontaneous or charismatic worship

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

The worshippers believe that they are filled with the Holy Spirit and that he is speaking through them. They are excited and full of enthusiasm. They believe in enjoying worship; they believe it should be lively and that all should be able to join in. The experience of worship is important to them. Credit reference to singing choruses, songs and hymns or the use of terms such as Pentecostal.

Give credit for extempore prayer or for an account of Quaker worship.

(4 marks) AO1

(c) ***‘Singing is the best way for Christians to worship.’***

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

Target: To assess ability to see the place of singing in Christian worship and to evaluate it in the wider context of worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for the same or for different points of view). 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 should consider the experience of singing and the way in which it allows individual worshippers to share in worship. The words which are sung are relevant. They should introduce other aspects of worship. The best candidates may raise the matter of what worship is.

(5 marks) AO3

B4 Holy Communion

Read these sentences from a communion service.

Box A

“Jesus took bread and, having said the blessing, broke it.”

Box B

“Drink of it, all of you, for this is my blood of the new covenant. Do this in remembrance of me.”

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- (a) *What name do Christians give to the meal at which Jesus took the bread and broke it?*

Target: To assess candidates’ knowledge of the Last Supper

The Last Supper. Passover. Allow Mass / Eucharist / Holy Communion or any other name for the Eucharist.

(1 mark) AO1

- (b)(i) *Read the words in Box A.*

What did Jesus do and say immediately after he took the bread and broke it?

Target: To assess candidates’ knowledge of the Last Supper

He gave it to the disciples (one mark), and said “This is my body”* (one mark).

*or any other words spoken by Jesus relating to the bread.

(2 marks) AO1

(ii) **Read the words in Boxes A and B.**

Explain why Holy Communion is important to Christians.

Target: To assess knowledge and understanding of the relevance of Holy Communion to 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 some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

Candidates should pick out and explain **at least two** key phrases, e.g. blood, new covenant, in remembrance of me, e.g. “Christians remember that Jesus shed his blood as a sacrifice to save people from their sins”, or memorial aspects.

Candidates may choose other reasons for regarding communion as important – the words from the rite are there to guide, not to prescribe.

Assessment should be based on the Levels of Response rather than the number of points made.

(4 marks) AO2

- (c) ***‘Christians from all traditions / denominations should meet together and share Holy Communion.’***

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

Target: To assess the way in which candidates evaluate the things which Christians have in common and things which divide them

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 (for the same or for different points of view). 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 write about matters specific to Holy Communion, e.g. that some Christians do not celebrate communion at all and that there are differences of understanding among others. They may discuss the difference between episcopal and non-episcopal orders. They may note the Roman Catholic stance that shared communion is the final sign of unity, not a step on the way. Those who do so will probably reach Levels 4 and 5. Those who write in more general terms about all worshipping the same God and being followers of Jesus, or about liking their own familiar forms of worship may still reach the top levels if the responses are of the right quality.

(5 marks) AO3

Part C**C5 Rites of Passage**

- (a)
- Describe what is said and done at an infant baptism.*

Target: To assess knowledge and understanding of the rite of infant baptism**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

The parents and godparents / sponsors are asked why they have brought the child for baptism. They state their own Christian faith and promise that the child will be brought up as a Christian, a member of the family of the Church. There is a Bible reading. The priest or minister talks about the meaning of baptism. The sign of the cross is made on the child's forehead by the priest / minister and sometimes by the parents and godparents as well. The child may be anointed with oil as a sign that the child is dedicated to God. Water is poured on the forehead three times with the words "**Name**, I baptise you in the name of the Father, the Son and the Holy Spirit". A candle may be lit from the paschal candle and given to the child's parents as a sign that the light of Christ will guide the child through life.

Note that in some traditions the anointing and / or the giving of a candle do not take place; while candidates may receive credit for describing these practices, they must **not** be penalised for omitting them. Equally, credit should be given for features of Roman Catholic baptism such as anointing with the oils of catechumens and chrism.

(7 marks) AO1

- (b)(i)
- Explain the differences between infant baptism and believers' baptism.*

Target: To assess the way in which belief about baptism is shown in differences in practice**Levels of Response**

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

Candidates should focus on **two** areas. First, the element of personal choice and commitment in believers' baptism contrasted to the commitment made by others on behalf of the infant. Second, the practice of total immersion.

(4 marks) AO2

(ii) **Describe what happens at Chrismation.**

Target: To assess knowledge and understanding of chrismation

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks

Candidates should state that chrismation follows baptism and is anointing with oil. Further points that may be made are that the practice is most common in the Orthodox tradition and that the oil of chrism is placed on the child's head, eyes, lips, ears, chest, hands and feet. Chrismation is equivalent to confirmation and represents the seal of the Holy Spirit on the life of the child.

Chrismation is used as confirmation by some Roman Catholics.

Give at least Level 1 to responses which do so.

Give up to Level 4 to responses which clearly describe the rite with the use of oil.

Credit any answer which describes the use of oil in any sacramental context.

(4 marks) AO1

- (c) ***'If a person says "I am a Christian", that should be enough. There is no need for baptism.'***

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

Target: To assess the candidate's ability to evaluate what makes a person a Christian

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 (for the same or for different points of view). 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 should attempt to say what makes a person a Christian, in terms of belief and practice. They should also take into account the reasons for baptism. They may discuss whether any sort of formal statement on ceremony is necessary. They may take the words "I am a Christian" in various contexts, e.g. either as the answer to "Religion" on a form or as a public statement of faith.

(5 marks) AO3

C6 Festivals and Belief

(a) **Choose**

***EITHER Advent, Christmas and Epiphany
OR Holy Week and Easter.***

Explain two religious customs with which Christians celebrate the festivals you have chosen.

Target: To assess appreciation of the relationship between belief and practice in the context of festivals

Mark each chosen custom out of 4.

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

When writing about each custom candidates must both describe and explain for four marks. Marking should be by levels of response, as indicated above; depending on the candidate's approach, it may or may not be appropriate to award two marks for description and two for explanation.

Note that candidates are required to produce religious customs. Some credit may be given for customs which are not usually considered religious but for which some religious explanation is attempted, e.g. Santa Claus as St Nicholas.

Examples: The Christingle is made of an orange symbolising the world with a candle symbolising Jesus the Light of the World.

Crosses made from palm leaves are distributed to congregations on Palm Sunday. They symbolise Jesus' journey into Jerusalem and the way it led to his death on the cross.

(8 marks) AO1 / AO2

- (b) ***“I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary...”*** (Apostles’ Creed)

Explain why it is important to many Christians that they believe these words.

Target: To assess awareness of the relevance of belief

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

Christians believe in Jesus as God the Son. Their relationship with him is the key to their faith. Their belief about him will give them reason to worship him.

They may discuss the concept Lord or Christ or Son. They should discuss the Virgin Birth – and may challenge it as a belief or question its importance.

Candidates may choose to discuss the importance of the words in the stimulus or of the whole Creed. In either case, the full range of marks may well be used.

In assessing these responses, accept that this is a demanding question. Use the whole mark range.

(7 marks) AO2

(c) ***‘What Christian priests / ministers do is more important than what they believe.’***

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

Target: To assess evaluation of the relationship between belief and the role of a minister

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 (for the same or for different points of view). 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 should consider the role of a Christian minister. They may emphasise the role of preacher and teacher or put more emphasis on pastoral matters. They should relate the roles to the matter of orthodox belief.

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

(5 marks) AO3