

General Certificate of Secondary Education

Religious Studies (3061/3066)

Full or Short Course

Specification A

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

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 1D: Christianity and the Synoptic Gospels

Part A

A1 The Annunciation

- (a) *Name the angel who told Mary that she would give birth to a son.*

Target: To demonstrate knowledge of the early part of the Gospel narrative

Gabriel.

(1 mark) AO1

- (b) *What is an angel?*

Target: To demonstrate an understanding of a religious symbol

A messenger, “being of light”, “form of God”.

(1 mark) AO1

- (c) *Why was Mary described as ‘troubled’ by the message?*

Target: To demonstrate understanding of the text and meaning of the incident.

Because she was frightened / did not understand / not yet married / very young / shocking news.

Any two or one developed.

(2 marks) AO2

A2 Jesus as Lord

- (a) *When the paralysed man was lowered through the roof, Jesus said “...your sins are forgiven...”. Describe what happened next.*

Target: To demonstrate knowledge of the narrative of the Gospel and accurately recall an incident in Jesus’ ministry

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 mark
Level 2	A basic outline with some omissions or confusion.	2 marks
Level 3	A reasonable account covering most of the main points.	3 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	4 marks

(4 marks) AO1

(b) Why did the Pharisees react as they did?

Target: To demonstrate an understanding of the relationship that is shown to have existed between the Pharisees and Jesus on questions of authority

Because Jesus had claimed to be able to forgive sins and this was something only God could do / they did not believe in Jesus / they wanted to be different from the crowd and critical / they always seemed to be ready to criticise anything Jesus did / stubborn attitudes / wanted to be the only leaders.

Candidates could express these and other ideas. Any two or one well developed.

(2 marks) AO2

A3 Parables of the Kingdom

Outline the Parable of the Pearl (Matthew 13⁴⁵⁻⁴⁶).

Target: To demonstrate knowledge of the teaching of Jesus on the Kingdom of God

Merchant (man) / fine pearl / sell everything / buy it.

Correct identification and recognisable: 1 mark. Candidates need to mention all for 2 marks.

(2 marks) AO1

Part B**B4 Christian Life and Mission****(a)(i) Describe the Parable of the Rich Fool.**

Target: To demonstrate knowledge of the teaching of Jesus and ability to offer an interpretation

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 confusions.	2 marks
Level 3	A reasonable account covering most of the main points.	3 marks
Level 4	A competent though not necessarily perfect account for a 16 year old.	4 marks

(4 marks) AO1

(ii) What might Christians learn from this parable?

Development might include references to Jesus' teaching about getting material possessions in perspective / spiritual matters are more important / life is short and possessions will do you no good in the end.

Other acceptable interpretations should be allowed.

(2 marks) AO2

(b) How did meeting Jesus change Zacchaeus?

Target: To demonstrate the ability to understand the effect of Jesus' teaching on his contemporaries

Zacchaeus changed his attitude / decided to be honest in future / to repay with interest those whom he had fraudulently dealt with in the past.

Any two or one developed.

(2 marks) AO2

(c) 'It is wrong for Christians to be rich.'

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

Target: Evaluation of Christian attitudes to wealth

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view).	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

For

Problems created by wealth / greed / materialism / rich can find parting with money difficult / camel and the eye of a needle proverb / perpetuates injustice in the world.

Other views

Too sweeping a statement / depends on person and circumstances / reward for hard work / possibility of doing good with wealth / examples of generosity / wealth is a gift to be used.

Candidates may well make other suggestions from the gospel narrative which should be credited.

(5 marks) AO3

B5 The Kingdom of Heaven and Discipleship

- (a) ***Describe what happened in the story of the Feeding of the Five Thousand after Jesus told the disciples to give the crowd something to eat.***

Target: To demonstrate that candidates have recall of an incident within Jesus' life

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
Level 5	A full and coherent statement showing good development.	5 marks

(5 marks) AO1

- (b) ***Explain what Christians can learn from the Parable of the Sheep and the Goats.***

Target: To demonstrate an understanding of the teachings of Jesus in relation to the Kingdom of God and judgement

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

Christians have an obligation to help those in need. The division between the sheep on the right and the goats on the left indicated this. The goats were punished because they had failed to fulfil their obligations to other people / hungry / thirsty / stranger / needing clothes / sick / in prison. They misunderstood because they had never seen the Son of Man with these needs and they did not realise others' needs were the same. On the other hand, the sheep were rewarded even though they had not realised that by helping those they had helped they had helped Jesus.

(3 marks) AO2

- (c) ***Jesus ate with tax collectors and sinners. What did he say to those who criticised him for doing this?***

Target: To demonstrate knowledge of reactions of people that Jesus came into contact with

Not the healthy who need a doctor but the sick / I have not come to call the righteous but the sinners. Some candidates may refer to the Lukan version, which goes into the lost sheep parable.

(2 marks) AO1

(d) ***‘The Kingdom of Heaven cannot exist on earth unless people learn to share.’***

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

Target: To demonstrate knowledge of reactions of people that Jesus came into contact with

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view).	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 refer to the teaching of Jesus on sharing, e.g. the feeding of the five thousand, the Syro-Phoenician woman, the Good Samaritan. Also the parable of the Rich Fool. Sharing of the resources of the world may be referred to and on a smaller scale candidates may refer to Christian charity. Some candidates may offer critical comments, e.g. that this is just idealistic. These should be credited.

(5 marks) AO3

Part C

C6 Crucifixion and Resurrection

(a) ***Describe, in detail, what happened while Jesus was on the cross.***

Target: To demonstrate knowledge of the narrative of the crucifixion of Jesus

Candidates are not expected to be able to identify synoptic differences between Luke and Mark. If they do accurately this is a sign of very high level. There is a remote possibility that candidates may describe the physical processes of crucifixion. This may be credited.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 – 2 marks
Level 2	A basic outline with some omissions or confusion.	3 – 4 marks
Level 3	A reasonable account covering most of the points.	5 – 6 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	7 marks

(7 marks) AO1

(b) Explain the importance of the Resurrection for Christians.

Target: To demonstrate the ability to describe the beliefs of Christians and an understanding of the effect of those beliefs

Christians believe that the Resurrection is the final miracle of Jesus. It demonstrates that he truly is the Son of God and shows that he had come to fulfil the prophecies of the Old Testament. Jesus predicted the resurrection so it shows that what he had taught was true. It also demonstrates that God's power was illustrated in and through Jesus. He rose from the dead. It teaches Christians to have hope, particularly if they are being persecuted (Mark) and that Jesus is the demonstration that there is life after death. The resurrection teaches that Jesus had closed the gap between God and the people and that the claim to be able to forgive sins was true.

Candidates may develop other acceptable points.

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.	5 – 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 – 8 marks

(8 marks) AO2

(c) ***‘The Resurrection never happened – Jesus’ body was stolen!’***

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

Target: Evaluation of the resurrection stories

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for the same or different points of view).	3 marks
	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

For

No proof / contrary to medical and scientific knowledge / wishful thinking / over-vivid imagination / women went to wrong tomb / hallucination / Jesus not dead when taken off the cross / theories of who could have stolen the body / Joseph of Arimathea could have moved it.

Other views

Completely against all expectation / disciples transformed / later prepared to die for belief in the resurrection / women noted place of burial / Pilate checked that Jesus was dead / centurion would not make a mistake over the death / crucified person could not escape even with help – too weak / Christians claim to experience living Christ in their lives today / visions of the risen Christ.

Candidates who only evaluate the theory that the body was stolen can achieve Level 5 if there is clear evidence of reasoning and two points of view.

(5 marks) AO3

C7 Christians and Healing

(a) *Describe, in detail, the story of*

Either Jairus' Daughter

Or The Woman with internal bleeding (haemorrhage).

Target: To demonstrate knowledge of Jesus' miracles

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1 – 2 marks
Level 2	A basic outline with some omissions or confusion.	3 – 4 marks
Level 3	A reasonable account covering most of the points.	5 – 6 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	7 – 8 marks

(8 marks) AO1

(b) *Explain why many Christians believe that healing the sick was the most important part of the work that Jesus did.*

Target: To test the ability of candidates to make an assessment of the work of Jesus

Levels of Response

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

Candidates should be able to make clear references to the healing work of Jesus. It is not a question about the individual miracles. This is an assessment question where the best candidates should be able to demonstrate that they can balance the work of Jesus' teaching and preaching with the healing ministry and work that was done.

Candidates should be able to relate the miracles to the teaching about the kingdom of God and may refer to them as "action parables".

Candidates may well indicate that the healing ministry was not the most important part of Jesus' work because there are not as many today whereas the teaching is preserved in the gospels and the Church. On the other hand they may refer to healings which are claimed in the name of Christianity.

(7 marks) AO2

(c) ***‘Miracles cannot happen without faith.’***

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

Target: To examine the application of the Christian faith today

Faith was a key factor in the miracles of Jesus. The disciples were unable to cast out spirits without a prayer for example. In the miracles referred to in this question the faith of Jairus or the woman was a major factor in the miracle. Candidates may also refer to the Christian teaching that miracles can happen today. Those cured who were mentally ill could be regarded as faith healing.

On the other hand scientific and medical advances have explained many of the miracles away. Indeed many cures today would have been regarded as miracles in the past. Even some of the cures of the mentally ill could be regarded as Jesus calming people down. The miraculous breaks the laws of nature and so should be dismissed faith or no faith. It is all just coincidence.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for the same or for different points of view).	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

(5 marks) AO3