



**General Certificate of Secondary  
Education**

**Religious Studies 3061 / 3066**

**Specification A**

**Paper 1A *Christianity*  
(3061/6/A)**

**Mark Scheme**

*2008 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 Festivals**

**(a) *Why is Christmas important to Christians?***

**Target: To assess knowledge and understanding of the importance of Christmas**

One mark for knowing that Christmas celebrates the birth of Jesus.  
One further mark for further relevant material, e.g.

They believe in Jesus as Saviour, Messiah, Son of God,  
They believe in the virgin birth.

**(2 marks) AO1**

**(b) *Why is Palm Sunday important to Christians?***

**Target: To assess knowledge and understanding of the significance of Palm Sunday**

One mark for knowledge (stated or implicit) that Jesus rode into Jerusalem on a donkey. For two marks, apply that knowledge to show awareness of the significance of the person of Jesus as revealed by this event, e.g. important because it showed Jesus stating he was the Messiah; it showed Jesus fulfilling the prophecy concerning the Messiah; it showed Jesus' humility.

Credit "the beginning of the week".

**(2 marks) AO1**

**(c) *Why is Good Friday important to Christians?***

**Target: To assess knowledge and understanding of the significance of Good Friday**

One mark for knowledge (stated or implicit) that Good Friday was the day of the crucifixion. Second mark for showing understanding of the significance of Good Friday, e.g. Christians believe that by his death Jesus took away the sins of the world, saved the human race.

**(2 marks) AO1**

**A2 The Bible**

- (a) Explain why some Christians interpret the Bible in a fundamentalist way.**

**Target:** To assess understanding and appreciation of how what Fundamentalist Christians believe about the Bible is shown in the way they interpret it

**Levels of Response**

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

Fundamentalist Christians believe that the Bible can contain no errors. Where there are apparent contradictions, people do not yet have enough understanding – either of the text or of truth. They believe this because they believe the writers were completely inspired and guided by God. The Bible is the word of God.

Credit those who interpret the word “fundamentalist” as referring to a set of beliefs that are fundamental.

**(3 marks) AO2**

- (b) Explain why some Christians interpret the Bible in a liberal way.**

**Target:** To assess understanding and appreciation of how what Liberal Christians believe about the Bible is shown in the way they interpret it

**Levels of Response**

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

Liberals believe that spiritual truth is what matters most. For example, it may not matter to them whether the body of Jesus literally was restored to life. To them the truth that matters is that Jesus is with them now. Therefore, historical accuracy is not the main consideration. The Bible is the word of God.

**(3 marks) AO2**

**B3 The Apostles' Creed**

(a)(i) **What is a creed?**

**Target: To test knowledge of the nature of creeds**

A response showing knowledge that a creed is a statement of belief receives one mark.

**(1 mark) AO1**

(ii) **Why do some Christians think creeds are important?**

**Target: To test knowledge of the nature of creeds**

One mark for a single point or a superficial comment. Two marks for a developed answer or more than one point.

e.g.

Creeds pick out the most important beliefs of Christians.

Creeds give an outline to help Christians know what their faith is about.

A Creed is a communal statement.

Creeds are symbols of unity.

**(2 marks) AO2**

(b) **Apart from the words in the picture, what else does the Apostles' Creed say about Jesus?**

**Target: To assess knowledge of the Apostles' Creed**

**Levels of Response**

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

A Level 4 response will contain most, not necessarily all, of the following sayings.

They need not be given word for word.

Christ, Only Son, Lord

Suffered under Pontius Pilate

Crucified / dead

Buried

Descended into Hell

Rose again

Ascended

Seated at Father's right hand

Will come as judge.

**(4 marks) AO1**



- (c) ***'You cannot be a true Christian if you do not believe in the Apostles' Creed.'***

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

**Target: To test ability to evaluate the importance of orthodox Christian belief**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 mark
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason OR two elaborated reasons (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Christians are people who have certain beliefs about God and particularly about Jesus Christ. Some perceptive candidates may note that the belief in question is regarding the Virgin Birth and pass judgment on the centrality of that belief.

**Other views**

It is up to each person to be guided by their own reason and conscience. Christians are not judged by whether or not they accept every detail of a creed. The way Christians live is important as well as what they believe.

**(5 marks) AO3**

**B4 Places of Worship**

- (a) ***Explain why the pulpit is in a central place in this Church.***

**Target: To assess knowledge and understanding of the way in which the principles of worship govern the design of a place of worship**

One mark for knowing that the pulpit is place from which scriptures are read or the word preached or worship led. Second mark for awareness of the thrust of such worship, e.g. the importance of the Bible or of the role of the leader / preacher in the worship of this type of building.

**(2 marks) AO2**

**(b)(i) *Believers' baptism is used by this Church.***

***How would baptism take place in this church?***

**Target: To assess knowledge of believers' baptism in a Baptist church**

It would take place in a pool under the floorboards probably under the platform by total submersion. Two marks for any answer which, implicitly or explicitly, shows knowledge of the practice. Credit may be given for knowledge that believers, not infants, are so baptised.

**(2 marks) AO1**

**(ii) *Explain why some Christians baptise in this way.***

**Target: To assess the way in which belief is shown in practice**

**Levels of Response**

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

These Christians believe that they are following the New Testament practice and that this is the baptism taught by Jesus and practised by John the Baptist and by Jesus' disciples. The practice represents dying to sin and rising with Christ. Expect here, relevantly expressed, knowledge that total immersion as practised here is for believer.

**(3 marks) AO2**

- (c) **Explain two features inside a Roman Catholic church which would be different from the church in the picture.**

**Target:** To assess ability to apply knowledge and understanding of the thinking behind the design of church buildings

Any examples are acceptable. One mark for example, one for explanation, e.g. Roman Catholic church will have a font because they practise infant baptism. The altar will be the focus of a Roman Catholic church because of the importance of Mass.

**(4 marks) AO2**

- (d) **'A beautiful church building shows that people really love God.'**

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

**Target:** To test ability to evaluate the ideals shown in various attitudes to church buildings

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 mark
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason OR two elaborated reasons (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Fine buildings show devotion to God. Holy buildings can inspire people and make them feel closer to God. The congregation want to care for the building because their faith is important to them. The appearance of the church is a sign to other people that Jesus matters to these people.

**Other views**

Candidates may consider that those who erect church buildings do so for less worthy motives. They may also say that there are better ways of showing love for God – by showing love of neighbour. The money could have been given to the poor or used to help people in need.

**(5 marks) AO3**

**C5 Rites of Passage**

- (a)(i) ***What promises do the bride and groom make during a Christian marriage service?***

**Target: To assess knowledge of the marriage vows**

**Levels of Response**

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

To have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death us do part.

If these vows are given in full, full marks may be given. Failing that, credit may be given for the following points:

To be faithful.

To bring children into the world and to give them a secure loving home.

**(4 marks) AO1**

- (ii) ***Explain how keeping these promises might help a couple to have a successful marriage.***

**Target: To assess understanding of how the vows may affect the family lives of Christians**

**Levels of Response**

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

Answers may refer to the following points, e.g.

Love is the basis of marriage. A couple may create a secure and loving home for themselves and their family. Faithfulness is essential to create the trust there should be between husband and wife.

Credit should not be given for vows quoted without explanation or interpretation

**(4 marks) AO2**

- (b) **Describe and explain what is said and done at a Christian funeral service. (You may describe a funeral service in any tradition / denomination.)**

**Target:** To assess the candidate's ability to apply knowledge and understanding of belief in life after death to a Christian funeral rite

**Levels of Response**

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

Allow some credit for description of what happens – coffin brought in, readings, address / tribute, prayers, hymns, burial or cremation.

For Levels 3 and 4, candidates should bring out the Christian belief by showing how readings, prayers, hymns, address focus on life after death. Candidates who can give clear explanation or clear examples, e.g. giving an example of a Bible reading or referring to the content of a suitable hymn – may well be given Level 4.

**(7 marks) AO1**

(c) ***‘Weddings and funerals are family occasions more than religious events.’***

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

**Target: To assess ability to evaluate the spiritual element in rites of passage**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 mark
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason OR two elaborated reasons (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Weddings and funerals are seen primarily as occasions affecting and attended by families and friends. Often Christian services are held for people who have little or no Christian belief.

**Other views**

These are religious events, focussing on Christian beliefs. The wedding service stresses that family life is part of God’s plan. A Christian funeral is more than a thanksgiving for the life that has ended; it stresses belief in judgment and life after death with God for those who have faith.

**(5 marks) AO3**

**C6 Liturgical and Spontaneous Worship**

- (a) **Choose a Christian tradition / denomination. Describe a typical act of Sunday worship in that tradition / denomination.**

**Target: To assess knowledge and understanding of typical Sunday worship in the tradition of the candidate's choice**

**Levels of Response**

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

Accept that some candidates will be drawing on personal experience here. If unexpected features appear which feel authentic, give credit.

E.g. an account of the Mass should follow this pattern. The first part of the Mass focuses on the word of God. There are readings from scripture, the last of which, the Gospel, is the most important. The second part centres on the consecration of the elements and the communion of the people. Candidates who get that far will probably reach Level 3. Other features, such as the preparation, the homily, the offertory, the exchange of the peace and the Real Presence may be included. Full marks may be given without all these features being included.

Pentecostal worship is lively, with a sense of freedom. People feel moved by the Holy Spirit. There may be an overall pattern or structure of hymns, readings, preaching and prayer. The worship may be punctuated with cries such as "Hallelujah" and "Praise the Lord". Choruses, hymns and songs are led by the worship leader and the music band, which usually includes contemporary instruments, e.g. guitar, drums and keyboards. Prayer may be extempore. Anyone who feels moved to do so may give a testimony or ask for prayer for a particular person or cause.

**(7 marks) AO1**

**(b)(i) Explain why some Christians prefer liturgical worship.**

**Target: To assess knowledge and understanding of liturgical worship**

**Levels of Response**

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

Answers may refer to the following points, e.g.

Liturgical worship is structured and familiar. The forms of service have been used for centuries and in many places. The worshippers feel they are sharing in worship with fellow-Christians in every part of the world. They sense a richness in the thought and language of the rite. The actions are full of meaning, especially those which echo the actions of Jesus himself at the Last Supper.

**(4 marks) AO2**

**(ii) Explain why some Christians prefer spontaneous worship.**

**Target: To assess knowledge and understanding of liturgical worship**

**Levels of Response**

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

Answers may refer to the following points, e.g.

There is a feeling of freedom and emotion about the worship. They like worship to be unpredictable. They enjoy the lively hymns, songs and choruses. People may participate as they feel moved by the Spirit, in a spontaneous way. All this contributes to the relaxed, informal, happy tone of the worship. Candidates who interpret the question as referring to a Quaker meeting may receive full credit as appropriate.

**(4 marks) AO2**



- (c) ***‘Leading worship is the most important thing a Christian minister / priest does.’***

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

**Target: To evaluate the contribution made to the life of a tradition by the ministers**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 mark
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason OR two elaborated reasons (for same or different points of view). <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

The life of a congregation depends on the worship and therefore on the person leading worship. People will be drawn to worship if they enjoy it and their faith and commitment may grow from that. A good preacher will attract people.

**Other views**

There are many other aspects of the ministers’ work which may be considered important. They visit people in their homes. They are there to advise and guide people facing problems. They often take a lead in work for charities.

**(5 marks) AO3**