



**General Certificate of Secondary
Education**

Religious Studies 3061 / 3066

Specification A

**Paper 1C *The Christian Life
and St Mark's Gospel*
(3061/6/C)**

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.

Further copies of this Mark Scheme are available to download from the AQA website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 1C: *The Christian Life and St Mark's Gospel*

Leadership

- A1 (a) Describe the occasion when Jesus called Simon Peter, Andrew, James and John to be his disciples.**

Target: Knowledge of the call of the disciples

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 good development.	3 marks

Mark 1¹⁶⁻²⁰

(3 marks) AO1

- (b) Why did Jesus choose the twelve disciples?**

Target: Understanding of reasons for the choice of the twelve disciples

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

Answers may refer to the following points:

e.g. to be with him (companionship) / preach / drive out demons / heal / train as future leaders / share in his work / symbol of the twelve tribes of Israel / show inclusiveness / to witness God's power, etc.

(2 marks) AO1/2

- (c) When Jesus sent out the twelve disciples on a mission, what instructions did he give them?**

Target: Knowledge of the Mission of the Twelve

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

Answers may refer to the following points

e.g. take staff / take sandals / no bag / no bread / no money / no extra clothes / stay in house where accepted / shake dust off sandals where rejected / authority to cast out demons / go in pairs, etc.

(2 marks) AO1

The Greatest Commandments

A2 ***What did Jesus say when a teacher of the law asked him, “Which is the most important commandment?”***

Target: Knowledge of Jesus’ teaching on the Greatest Commandments

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 good development.	3 marks

Credit should be given to answers that refer to vv32-34.

Mark 12²⁹⁻³¹

(3 marks) AO1

A3 The Transfiguration

(a) *What happened to Jesus’ clothes at the Transfiguration?*

Target: Knowledge of the Transfiguration

One mark for any one of the following:

e.g. became white / dazzling / glowed / whiter than anything could bleach them, etc.

(1 mark) AO1

(b) Explain the meaning of what happened at the Transfiguration.

Target: Understanding of the significance of the Transfiguration

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

For Level 3, the element of ‘explanation’ must be evident.

Answers may refer to the following points:

e.g. awe-inspiring nature of incident / Jesus divine as well as human / Son of God / fulfilment of the Old Testament / Moses representing the Law / Elijah representing the prophets / Jesus’ words should be heeded / God’s approval of Jesus / links to the baptism of Jesus / significance for the disciples / seeing Jesus’ post-resurrection glory / links to Jesus’ conversation with the disciples at Caesarea Philippi / life after death / ability to do miracles / can speak to God outside places of worship / misplaced Resurrection appearance, etc.

(4 marks) AO2

B4 Baptism and Worship

- (a) ***Give two ways in which believers' baptism is like the baptism of Jesus.***

Target: Knowledge of the similarities between believers' baptism and the baptism of Jesus

Two marks for any two of the following:

e.g. adult / personal choice / total immersion / pool (running water, lake, river, sea) / personal commitment / gift of Spirit / new beginning / public occasion / same place (water) as Jesus, etc.

(2 marks) AO1

- (b) ***Explain why many Christians have their children baptised as babies.***

Target: Understanding of the reasons for Infant Baptism

Levels of Response

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

Answers may refer to the following points:

e.g. child of God from start / better understanding of God / open to Spirit's influence / guidance through difficult years and throughout life / brought up within faith / parents practising Christians / Church tradition / Church teaching / 1st sacrament / can receive other sacraments / removal of original sin / life-threatening illness / to get name / protection from evil / role of godparents, etc.

(3 marks) AO2

- (c) **Explain why many Christians think that the Holy Communion (the Eucharist) is important.**

Target: Understanding of the significance of the Eucharist for 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 sound development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

Answers may refer to the following points:

e.g. the Body and Blood of Jesus / sacrificial aspect / re-enactment of Last Supper / memorial / thanksgiving / links with Jesus' death and resurrection / unity with Jesus and with fellow Christians (living and dead, throughout world, etc.) / obedience to command of Jesus / part of Christian worship from the start / forgiveness of sins, etc.

(4 marks) AO2

(d) ***‘Christians should be out helping others instead of wasting their time in church.’***

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

Target: Evaluation of the importance of prayer and of service for Christians

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by an elaborated reason OR two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Love your neighbour one of the two greatest commandments / Jesus served others / God works through humans / commitment to God seen in service of others / examples of service, etc.

Other views

Worship fuels action / receive guidance and inspiration in various ways in church / prayer important for situation where Christians cannot personally help / Jesus went to synagogue / worship essential to relationship with God / love God the first great commandment / importance of spiritual growth / importance of links with other Christians / churches often at forefront of helping others / easier to help as part of group than as individual, etc.

(5 marks) AO3

B5 Parables and Teaching

- (a) ***Jesus said that the seed on the path stood for people who did not respond to the word of God because of Satan. How did he explain the rest of the parable?***

Target: Knowledge of Jesus' explanation of the Parable of the Sower

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 good development.	3 marks

Mark 4¹⁶⁻²⁰

(3 marks) AO1

- (b) ***Explain why Jesus used parables in his teaching.***

Target: Understanding of why Jesus used parables in his teaching

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

Answers may refer to the following points:

e.g. Jewish style of teaching / helped his audience understand / to create interest / people could relate to them more easily / they were about everyday life / they made people think / their ambiguity meant there was less risk of arrest / to challenge the attitudes and behaviour of the hearer / Mark 4¹⁰⁻¹² ("the secret of the kingdom of God has been given to you. But to those on the outside everything is said in parables, so that 'they may be seeing but never perceiving'"), etc.

(3 marks) AO2

(c) ‘Jesus’ teaching is out of date.’

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

Target: Evaluation of the relevance of Jesus’ teaching for Christians today

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by an elaborated reason OR two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Times have changed / new issues face Christians today / some of teaching in Mark only relevant to that age / 1st century farming practices, etc. make no sense / people prefer soundbites to complex parables, etc.

Other views

Word of God never changes / principles underlying teaching valid, even if some of specifics aren’t / changes in farming practices, etc. don’t invalidate the message of the parables / importance of thinking things through in depth, etc.

(5 marks) AO3

C6 The Person of Jesus and Miracles

(a) Describe, in detail, the healing of the Paralysed Man.

Target: Knowledge of the healing of the Paralysed Man

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 main points.	5-6 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	7 marks

Mark 2¹⁻¹²

(7 marks) AO1

(b)(i) Why did Jesus not want to be called Christ / Messiah?

Target: Understanding of reasons for the Messianic Secret

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

Answers may refer to the following points:

e.g. association of title with wealth / power / revolution / violence / ran risk of arrest / popular expectations of Messiah / links to David / to keep Messianic secret, etc.

(3 marks) AO2

(ii) **Explain how the title ‘Son of Man’ helps Christians understand who Jesus was.**

Target: Understanding of the significance of Jesus as Son of Man for 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 sound development.	3-4 marks
Level 4	A clear application of knowledge and understanding with good development.	5 marks

Answers may refer to the following points:

e.g. humanity / humility / servant / suffering / reference to suffering servant figure in Isaiah / mediator / representative figure / authority to forgive sins / authority over religious practices / supernatural figure / judge at the Second Coming / references to Old Testament statements about the Son of Man / power and authority from God / ambiguity means Jesus can’t be put in a ‘box’ / Son of Man simply means ‘I’, etc.

(5 marks) AO2

(c) ***‘All of Jesus’ miracles really happened.’***

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

Target: Evaluation of different approaches to the miracles recorded in Mark’s Gospel

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by an elaborated reason OR two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

e.g.

Agree

If they didn’t, then the whole Gospel might be untrue / essential to the authority of Mark’s Gospel / evidence that Jesus is the Son of God (e.g. the calming of the storm) / give hope to people in need today that they might be helped (e.g. the woman with a haemorrhage, the Greek woman’s daughter) / show the power of God to deal with anything (e.g. Jairus’ daughter) / belief in physical resurrection of Jesus at the heart of Christian faith / eyewitness / detail in stories.

Other views

Their meaning more important than what actually happened / truth of Mark’s Gospel doesn’t stand or fall with them / can still believe in Jesus as Son of God / other interpretations of resurrection possible / modern scientific challenges to miracles / alternative explanations of miracles (e.g. people shared food at the feeding of the 5000, storms on Lake Galilee blow up and end regularly without warning, so its ending when Jesus spoke was coincidence and Jesus was speaking to his disciples not the wind), etc.

(5 marks) AO3

C7 The Suffering, Death and Resurrection of Jesus**(a) Describe Mark's account of:*****EITHER The Roman Trial of Jesus before Pilate and the mocking by the Roman soldiers******OR The Crucifixion of Jesus.*****Target: Knowledge of the Roman Trial or the Crucifixion of Jesus****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 main points.	5-6 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	7-8 marks

Mark 15 ¹⁻²⁰**Mark 15** ²¹⁻⁴⁰**(8 marks) AO1****(b) Explain why Jesus' death and resurrection are important for Christians.****Target: Understanding of the significance of Jesus' death and resurrection for Christians****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	Clear application of knowledge and understanding with some development.	5-6 marks
Level 4	Clear application of knowledge and understanding with good development.	7 marks

Answers may refer to the following points:

e.g. Jesus' death: atonement / ransom / liberation / forgiveness of sins / example of selfless love / destroying barrier of sin / opening up access to God / new covenant / divine plan of redemption, etc.

Jesus' resurrection: at heart of Christian faith / the ultimate sign of God's power / triumph of life over death / good over evil / hope over despair / Jesus spoke the truth about himself / death not the end / comfort for the bereaved / risen with Christ in baptism / can enjoy the resurrection life now / it is celebrated every Sunday, etc.

(7 marks) AO2

(c) ***‘Pilate was totally to blame for Jesus’ death.’***

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

Target: Evaluation of responsibility for the death of Jesus

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by an elaborated reason OR two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason OR two elaborated reasons (for same or 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, with reference to religion.	4 marks
Level 5	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

e.g.

Agree

Only Pilate could pass death sentence / knew Jesus was not guilty / weak / coward / tried to shift responsibility by giving crowd the choice / put political survival before justice, etc.

Other views

Sanhedrin equally guilty / Pilate could not afford trouble / at Passover time, thousands of lives would have been endangered by riot / crowd should not have allowed itself to be manipulated / crowd might have been Barabbas’ supporters and Pilate could not have known this / Jesus should have defended himself, etc.

Give credit to answers that question the appropriateness of the term ‘blame’ and discuss the part played by God’s will in this, e.g. the ‘must suffer’ of the Passion Predictions.

(5 marks) AO3