



**General Certificate of Secondary
Education**

Religious Studies 3061 / 3066

Specification A

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

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 1D: Christianity and the Synoptic Gospels

A1 The Birth of Jesus

- (a) **Why did Joseph take Mary as his wife?**

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

Angel told him to / in a dream / already betrothed / espoused / engaged / fulfil prophecy / Mary was conceived by the Holy Spirit.

Any two or one developed.

(2 marks) AO1

- (b) **What did King Herod tell the Wise Men (Magi) to do when he sent them to Bethlehem?**

Target: To demonstrate knowledge of the birth narratives

Search for the child / when you find / report to me / I may go to worship.

Any two or one developed.

(2 marks) AO1

A2 Discipleship

- (a) **Give two examples of what happened to the seeds in the Parable of the Sower and explain what each means.**

Target: To demonstrate knowledge of the parable and explain the meaning for today

Any **two** of the following showing an application for today. One mark for an accurate statement.

Examples	Explanation
Fell on the path and eaten by birds (taken away by the devil / Satan)	selfish living, people don't listen
Fell in weeds and were choked (materialism and cares of life)	debt, people give up because the faith does not fit into crowded life style
Fell on rocky ground (in difficulties)	suffering, many people give up because faith does not sink in
Fell in good soil giving a harvest (faith)	go to church, preach the Gospel, become Christians

(4 marks) AO1/2

(b) What can Christians learn from the occasion when Jesus walked on water?

Target: To demonstrate the importance of faith

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:

Candidates may refer to Jesus or Peter in this answer as Peter's experience is a key part of the narrative.

Faith is an essential part of Christian belief / Peter sank because he lost faith / disciples were frightened because they did not understand / no need to be frightened / faith in Jesus kept Peter safe / Jesus has power / Jesus is the Messiah / Jesus is Son of God.

(3 marks) AO2

A3 Faith and Worship

What does the Lord's Prayer teach about forgiveness?

Target: To demonstrate knowledge and understanding of the Lord's Prayer

God forgives sin / we should forgive others / those who forgive will be forgiven by God / those who do forgive not will not be forgiven.

Any two or one developed.

(2 marks) AO2

B4 Jesus as Lord

- (a) **Describe the healing of the Centurion's Servant.**

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 mark
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 of the basic outline.	3 marks
Level 4	A competent though not necessarily perfect account for a 16-year old.	4 marks

Luke 7¹⁻¹⁰

(4 marks) AO1

- (b)(i) **What happened when Jesus healed Legion / Mob (The Gerasene Demoniac)?**

Target: To demonstrate knowledge of a healing miracle of Jesus

Demons asked Jesus to let them go into the pigs / Jesus gave them permission / went into the pigs / pigs rushed down the bank / were drowned / reaction of the crowd / sent Legion home.

Any two points or one developed.

(2 marks) AO1

- (ii) **What can Christians learn about Jesus from this miracle?**

Target: To demonstrate the ability to understand who Jesus is

Answers may refer to the following points:

Jesus has power to heal / he wants people to be well in mind / he understood Legion's problems – could understand ours / someone to have faith in / Son of the Most High God / teach people about God's mercy / victory over evil.

Some candidates may include a reference to the Jewish opposition to pork and pigs – it shows that Jesus was Jewish. Some may refer to the destruction of the animals. These should be credited.

Any two or one developed.

(2 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 the Synoptic Gospels

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). 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

Answers may refer to the following points.

Agree

If they didn't then the Gospels might be untrue / essential to the authority of the Gospels / 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 the 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 the Christian faith.

Other views

Their meaning more important than what actually happened / truth of the Gospels does not 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 explanation of miracles (e.g. people shared food at the feeding of the 5000, storms on the Sea of Galilee blow up and end regularly without warning, so its ending when Jesus spoke was a coincidence).

Candidates may well make other suggestions which should be credited.

(5 marks) AO3

B5 Jesus as Messiah

- (a) ***Give an account of the conversation between Jesus and the disciples at Caesarea Philippi.***

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

Mark 8²⁸⁻³³

(5 marks) AO1

- (b) ***Jesus was rejected at Nazareth. Explain why this was part of being the Messiah.***

Target: To demonstrate an understanding of the life of Jesus

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 some development.	4 marks

Fulfilment of the Isaiah prophecies that the Messiah would be rejected / clear understanding of the idea that a prophet is without honour in his own country / people could not see beyond the human face of Jesus son of Mary (not Joseph) – link back to the birth stories / Messianic role is to teach with authority / Jesus is depicted as human and divine in the passage.

If candidates simply recall the narrative, maximum Level 2.

(4 marks) AO2

(c) ***‘The Transfiguration proves that Jesus is the Messiah; no other proof is needed.’***

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

Target: To demonstrate understanding of the Christian response to the teachings of Jesus

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). 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

The Transfiguration demonstrates God’s approval of Jesus as Messiah. The links back to the Old Testament are clear. Jesus is shown as the second Moses. The “whiteness” is a mark of holiness. The voice from heaven parallels the baptism. The importance of the Transfiguration as a turning point in the Gospels may be noted.

Other Views

There are other Messianic indicators – birth stories, baptism (voice of God), the miracles, entry into Jerusalem and resurrection. The titles of Jesus indicate Messianic links.

Candidates who merely tell the story of the transfiguration should not be awarded above Level 3.

(5 marks) AO3

C6 The Life of Jesus

- (a) **Describe, in detail, the Temptations of Jesus.**

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

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One or two accurate points.	1-2 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

Luke 4 ¹⁻¹³

If a candidate gives the Matthaean version this will be credited.

(7 marks) AO1

- (b) **Jesus faced many difficulties in his life. Explain what Christians can learn from the way he coped with them.**

To demonstrate the ability to show an understanding of the effect on Christian lives today from the life of Jesus

Some of the incidents that candidates may refer to are: conflict with the Pharisees and Teachers of the Law where Jesus stuck to his teaching and was prepared to argue the case. The Last Supper where Jesus knew that he was going to die but continued to try to teach the disciples to get them to understand. Gethsemane where Jesus prayed fervently. The arrest where Jesus did not fight back but told Peter off for using his sword. The trial where Jesus remained silent despite the injustice being done. The crucifixion where Jesus is depicted as forgiving those who crucified him.

Candidates should then identify what Christians can learn in terms of faithfulness in the face of persecution or apathy, commitment, the power of prayer, the need to be able to put the Christian viewpoint and challenge the world, the need to forgive and the difficulties that that creates.

Candidates may well 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) **‘Christians should always do what Jesus would do.’**

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

Target: Evaluation of the life of Jesus

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).	
	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

Jesus is seen as a role model and Jesus’ actions in helping those in need, prayer and centrality of God should be reflected in Christian life. The Golden Rule may be referred to. Candidates may even refer to the challenge Jesus posed to those in authority.

Other Views

Candidates may argue that it is impossible to do what Jesus does because life is more complicated these days. In many cases we do not know what Jesus would have done because he did not face the same issues. Allow the idea that Jesus sometimes demonstrated anger. Allow also that Christians are not the ‘Son of God’, so will have difficulty in following Jesus’ example.

(5 marks) AO3

C7 The Parables of Jesus

(a) *Describe, in detail,*

EITHER *The Parable of The Three Servants (The Talents)*
OR *The Parable of The Good Samaritan.*

Target: To demonstrate knowledge of Jesus' parables

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

The Three Servants / The Talents – Matthew 25¹⁴⁻³⁰

The Good Samaritan – Luke 10²⁵⁻³⁷

(8 marks) AO1

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

Target: To test the ability of candidates to explain the teaching 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 draw from a variety of parables to indicate that the Kingdom of Heaven is a place which is here and in the future. Parables of judgement indicate a future idea (e.g. the Sheep and the Goats). The idea that it is here is indicated by the Good Samaritan which is about helping people but is also about justice and anti-racism. The Talents indicates that Christians have a duty to make the most of opportunities now. Any other parable may be referred to but the candidates should on each occasion show what it teaches about the Kingdom of Heaven this is not a question merely to demonstrate how many parables they can remember.

(7 marks) AO2

(c) ‘People cannot experience the Kingdom of Heaven until they die.’

Do you agree? Give reasons for your answer, showing 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

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). 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

Candidates may develop a variety of arguments which could include:

Agree

Candidates may identify the Kingdom of Heaven as life after death. This is supported by the parables which indicate that the Kingdom of Heaven is opened to those who deserve it (e.g. The Sheep and the Goats). Jesus is believed to have opened the Kingdom of Heaven through the resurrection. Life does not allow people to experience the Kingdom of Heaven because there are too many problems.

Other views

Christians can experience the Kingdom of Heaven on earth. Those who relieve suffering, bring about justice, join a church, work for peace. There are those who believe the government and those in authority should bring about an experience of heaven. There are others who believe artistic and musical experiences along with other religious experiences creates a sense of heaven.

(5 marks) AO3