



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Religious Studies C

**3063 (Full course): 3068 (Short course)**

**Paper 2**

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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 4.
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, a tick 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.

**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.

<b>3 marks</b>	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.
<b>2 marks</b>	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.
<b>1 mark</b>	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.
<b>0 mark</b>	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.

### Levels of Response marking for evaluation questions

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 the **allocated to the level** it best fits.

The **assessed level** or 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.

## Christianity

### Part A

#### A1 Holy Week

- (a) *Name one event in Jesus' life that is remembered on Maundy Thursday.*

Any of the following [including similar wording]:  
 feet washing, Passover, Last Supper, praying in Gethsemane  
 Allow Jesus' arrest

(1 mark) AO2

- (b) *Describe what Christians might do to remember this event in church on Maundy Thursday.*

*Levels of Response*

- 0** Nothing relevant or worthy of credit  
**Level 1** Name of service only or description does not fit (a)  
**Level 2** Complete answer

Holy Communion

The altar is stripped and left bare symbolising Jesus being abandoned by his disciples. Some people pray in a side chapel, watching and praying with Jesus. Some re-enact the Passover or sit round a table and re-enact the Last Supper as described in the Gospels.

Feet washing is the part of the main service – the vicar washes the feet of 12 chosen people – a sign of humility: the leader come to serve.

If (a) is blank but in (b) there is a description of a Maundy Thursday event, credit as appropriate.

(2 marks) AO1

#### A2 The role and status of women

- (a) *Explain one reason why some Christians are opposed to women as priests.*

*Levels of Response*

- 0** Nothing relevant or worthy of credit  
**Level 1** Simple idea, little or no explanation  
**Level 2** Idea and explanation

Jesus was male.

A priest represents Jesus at Mass so he must be male.

None of Jesus' 12 disciples were women, and he commissioned the twelve who were male.

Women don't seem to play a big part in the Gospels.

Some people just do not like change from what is traditional.

Credit relevant biblical teachings and reference to the early Church.

(2 marks) AO2

**A3 Prejudice and discrimination**

*Explain one reason why Christians should help those who are victims of religious discrimination.*

*Levels of Response*

**0** Nothing relevant or worthy of credit

**Level 1** One point, little or no explanation

**Level 2** Point plus explanation

e.g. Jesus taught us in parables; his actions matched his words.

In the parable of the Good Samaritan, Jesus answered the question ‘Who is my neighbour?’ The answer was ‘Anyone in need regardless of religion or race.’ The enemy loved his enemy.

**(2 marks) AO2**

**A4 Baptism**

**(a)** *Give one reason why some churches will not baptise infants.*

Answer along the lines of – Infants cannot choose whether they want to be baptised or not.

**(1 mark) AO1**

**(b)** **What is the link between infant baptism and confirmation?**

*Levels of Response*

**0** Nothing relevant or worthy of credit

**Level 1** Simple answer

**Level 2** Full answer

e.g. Confirmation is the next step after baptism.

The candidates take their baptism promises for themselves and commit themselves to God.

**(2 marks) AO1**

**A5 Prayer**

- (a) *Some Christians use prayer aids to help them to pray. Name and describe one aid to prayer.*

e.g. **Bible** – has many prayers such as in those in the Book of Psalms, for every mood and situation; you can use them as your prayer or meditate upon them.

**Icon** – a religious image of Jesus, Mary or a saint; regarded as a window into heaven. It is believed that icons contain something of the spirits, the inner reality of the people portrayed

**Rosary** – a set of prayer beads, often used by Roman Catholics; a prayer is said as each bead is held in turn.

**Candle** – this is a symbol of Jesus, Light of the World. The candle can be an aid to praying as a lit candle is placed in front of a statue of Jesus, Mary or a saint. These are votive candles, symbols of the prayers the worshippers are offering to God. Often there is a book or board on which to write down the names of those for whom prayer is requested [and sometimes a reason]

1 mark for name and 1 mark for description.

(2 marks) AO2

- (b) *Why do some Christians think that the Lord's Prayer is the "perfect" prayer?*

*Levels of Response*

**0** Nothing relevant or worthy of credit

**Level 1** Simple answer

**Level 2** Full answer

e.g. Jesus used it as an example of prayer.

It contains different types of prayer, leaving yourself last.

It contains Christian beliefs equals 1 mark. To gain 2 marks the candidate would need to mention some of these beliefs, e.g. God forgives sins.

(2 marks) AO1

## Part B

## B6 Marriage

- (a) *Give two reasons why a couple might not be allowed to get married in a church.*

One mark per valid reason, max. two reasons

e.g. One/both are divorced; one is still married; brother and sister; homosexual or lesbian couple; not Christian/don't attend that church/not baptised

(2 marks) AO1

- (b) *How might the Christian wedding vows affect the married life of a couple?*

*Levels of Response*

**0** Nothing relevant or worthy of credit

**Level 1** Point made, little or no explanation

1-2 marks

**Level 2** Full answer

3-4 marks

In a difficult stage in their marriage the couple may take time to remember their promises. They made their vows in front of God who is still there, a point of contact to whom they can pray. They promise 'for better, for worse', meaning good times and bad times; couples have never been told they would have an easy life.

Credit negative points, e.g. They don't believe in divorce, so a wife stays with a husband who beats her.

(4 marks) AO2

- (c) *What did Jesus teach about divorce?*

*Levels of Response*

**0** Nothing relevant or worthy of credit

**Level 1** Point made, but something missing

**Level 2** A clear answer

Jesus said that divorce was wrong except in cases of adultery. But in St Mark, Jesus says there is no divorce – full stop.

Allow either version, or a mix of both.

(2 marks) AO1



- (d) *"It does not matter where Christians get married, it's the ceremony that is important." Do you agree? Give reasons for your answer showing that you have thought about more than one point of view.*

*Levels of Response*

- 0** Unsupported opinion or no relevant evaluation  
**Level 1** Opinion supported by simple reason  
**Level 2** Opinion supported by one elaborated reason or two or more simple reasons [same view or different]  
**Level 3** Opinion supported by one well-developed reason or two reasons more elaborated.  
**Level 4** Evidence of reasoned consideration of two *different* points of View.  
**Level 5** Evidence of reasoned consideration of two *different* points of view, expressed coherently.

**In favour**

The couple make promises in the presence of God. Their wedding day comes then it's all over; their vows commit the couple to a life long relationship which at the time is their intent. God is everywhere so he will be with them on a beach, in a hotel or in their back garden.

**Against**

A church is the appropriate place – God's house. Many see marriage as a sacrament, a sign God is part of the couple's life. They regard it as a holy place and God's representative, the vicar/priest, is to bless them and lead prayers on their behalf.

(5 marks) AO3

**B7 The Bible**

- (a) *Describe how the Bible is used in public worship.*

*Levels of Response*

- 0** Nothing relevant or worthy of credit  
**Level 1** Something relevant or worthy of credit  
**Level 2** Some clear knowledge and understanding  
**Level 3** A clear knowledge and understanding with good development

e.g. The Bible is read out loud and is the basis for the sermon, when the preacher explains or interprets it. When someone leads the prayers they often read prayers from the Bible or read verses on which to meditate. The Psalms of the Old Testament can be used in prayer but also often the basis of hymns or songs.

Allow reference to Sunday School or a child's form of public worship.  
'It is read' equals 1 mark.

(3 marks) AO1

- (b) *Describe ways in which Christians use the Bible in their private worship.*

*Levels of Response*

- 0** Nothing relevant or worthy of credit  
**Level 1** Something relevant or worthy of credit  
**Level 2** Some clear knowledge and understanding  
**Level 3** A clear knowledge and understanding with good development

e.g. They study it to teach themselves about Jesus; they use Bible commentaries, books and Bible notes to guide them. They may meditate on a passage. Some believe God talks to them through the Bible, guiding them in their lives. Again the Psalms are used as hymns, prayers and praising God; the Psalms cover every emotion and feeling you can think of.

Allow reference to a Bible study group because it often takes place in someone's house and a small number of people take part.

'They read it' equals 1 mark.

No marks for 'it is used to swear an oath'.

(3 marks) AO1

- (c) *Why is the Bible called "The Word of God"?*

*Levels of Response*

- 0** Nothing relevant or worthy of credit  
**Level 1** Basic understanding shown  
**Level 2** Clear knowledge and understanding shown

e.g. Some believe God inspired the authors of books in the Bible.

Some believe it literally; others believe it has spiritual truth. But regardless how they interpret the Bible they believe that what is written are God's words for his people on earth; thus many feel they are guided or spoken to by God.

Christians believe that God, through humans, wrote it down to communicate his message in ways we can understand. Through the Bible we can learn God's will.

(2 marks) AO2

- (d) *“The Bible is out of date and not relevant for modern living”. Do you agree? Give reasons for your answer showing you have thought about more than one point of view.*

*Levels of Response*

- 0** Unsupported opinion or no relevant evaluation  
**Level 1** Opinion supported by simple reason  
**Level 2** Opinion supported by one elaborated reason or two or more simple reasons [same view or different]  
**Level 3** Opinion supported by one well-developed reason or two elaborated reasons  
**Level 4** Evidence of reasoned consideration of two different points of view  
**Level 5** Evidence of reasoned consideration of two different points of view, expressed coherently

**For**

Many would say there is no specific teaching about taking drugs, voluntary euthanasia, abortion, sex before marriage and living together to name but a few. The only teaching is general, so nowhere in the Gospels does Jesus say ‘I am against...because...’

**Against**

There is general teaching which can be applied to issues. The Ten Commandments still apply today and form the basis of many law systems throughout the world.  
Allow reference to out-of-date language.

(5 marks) AO3

## Part C

## C8 Worship

(a) *Describe in detail a service of Holy Communion.**Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit	
<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	7-8 marks

Any denomination may be used.

e.g Hymns and prayers of Penitence

Bible reading[s], sermon, prayers and the Creed

Congregation share the peace

Bread – this is my body

Wine – this is my blood

Jesus tells us to remember him by re-enacting his last meal

Congregation receive the bread & wine

Closing prayers and hymns

A list of bullet points may get up to Level 2, 3 marks, but is unlikely to score higher unless the bullet points are expanded upon.

**(8 marks) AO1**

(b) *Explain the differences between liturgical and non-liturgical worship. Include examples to support your answer.**Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit	
<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

e.g. Non-liturgical worship is a service not set down in a book; the service can be totally spontaneous, going as the spirit leads the congregation; other services can be pre-planned but still gives the congregation the freedom to have a variety of orders of service.

Liturgical worship is where the structure, prayers and readings for different services are set down e.g. Morning Worship. The book used by Anglican Church is now The Book of Common Worship (2000).

Answers describing, for example, a Pentecostal service should be credited accordingly.

**(7 marks) AO2**

- (c) *“Prayer is the most important part of a church service.” Do you agree? Give reasons for your answer showing you have thought about more than one point of view.*

*Levels of Response*

- 0** Unsupported opinion or no relevant evaluation  
**Level 1** Opinion supported by simple reason  
**Level 2** Opinion supported by one elaborated reason or more simple reasons  
**Level 3** Opinion supported by one well developed reason or two reasons elaborated  
**Level 4** Evidence of reasoned consideration of two *different* points of view  
**Level 5** Evidence of reasoned consideration of two different points of view expressed coherently

**For**

There are many different types and uses of prayer. Prayer can ask for forgiveness, or it can praise God; it can ask for God’s healing power, or pray for the needs of others in general or specific people. Prayer covers the important parts of a service; for some getting things right with God and others is vital before they take Holy Communion. Prayer is communicating with God.

**Against**

People don’t pray for the entire service. Some churches emphasise explaining God’s word, the Bible, in a sermon; the Bible guides us helping us not to sin. Praising God and worshipping him can happen in prayer, but most of all in songs and hymns (and dancing in some churches). Re-enacting the Last Supper in the Mass is important for others.

(5 marks) AO3

## C9 Life and death

- (a) EITHER *Explain why many Christians are opposed to abortion*  
OR *Explain why many Christians are opposed to euthanasia.*

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit	
<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	7-8 marks

**Abortion**

Many say this is murder of an unborn child who has rights but can't communicate. One of the Ten Commandments says 'Do not murder/kill', so they go against God's commandments. These Christians believe life begins at conception; others say real life begins at birth, so the foetus is just part of the woman's body.

**Euthanasia**

Many Christians say it is not for us to play God, deciding who lives and who dies. A terminally ill person may wish to die one day but want to live another. A doctor who helps a person to die could be an accessory to murder. Patients might be pressured into euthanasia for wrong motives such as not to hold up a hospital bed or not to be a burden to family. However patients can request not to be revived if they die or not to be kept alive by machine.

**(8 marks) AO1/2**

- (b) *How and why are many Christians involved in caring for the environment?*

*Levels of Response*

<b>0</b>	Nothing relevant or worthy of credit	
<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

e.g. When God created a perfect world he entrusted it to the human race to look after it for him, as stewards, who would one day hand it back in perfect condition. Today people worship God the Creator and seek to stop the destruction of the world; many Christians use holistic medicine, natural cures etc that don't harm the world. They praise God of the natural world, which is being wrecked through greed or ignorance. The Psalms are full of descriptions of a wonderful world. A Rocha is a Christian group founded by a bird watching vicar, that saved an important estuary in Portugal, then built a guest house/office block, bird watchers came in droves - the committee never hid their Christian beliefs.

**(7 marks) AO2**

- (c) *“A caring God wouldn’t allow suffering.” 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.*

*Levels of Response*

- Level 0** Unsupported opinion or no relevant evaluation  
**Level 1** Opinion supported by simple reason  
**Level 2** Opinion supported by one elaborated reason or two or more simple reasons (same view or different)  
**Level 3** Opinion supported by one well-developed reason or two elaborated reasons  
**Level 4** Both aspects dealt with, good reasoning and coherently expressed  
**Level 5** Reasoned consideration of two different points of view expressed coherently

**In favour**

This is what people say when natural disaster happens; God should prevent the total destruction of his world. Natural disasters can't be blamed on humans although the results vary - some are made worse often by cutting corners.

**Against**

God only needs to intervene once and we become his puppets with no free will. We learn from mistakes or a disaster such as the ban on smoking in the London Underground after a disastrous fire. The majority of disasters can be blamed on human greed. Suffering is a test to strengthen our faith.

**(5 marks) AO3**