



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Religious Studies *Specification C*

3063/8/2 Christianity

Mark Scheme

2005 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.

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, 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.

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** 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.

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 2: *Christianity*

Part A

A1 Festivals

- (a) *Give one event which happened in the life of Jesus on:
Maundy Thursday
Good Friday.*

Target: Basic knowledge and understanding of two important Christian festivals

One mark per event

e.g. Maundy Thursday - Last Supper, feet washing, prayer in Gethsemane, arrest.
e.g. Good Friday - trial, crucifixion, death, burial.
Note: allow trial once

(2 marks) AO1

- (b) *Give two ways in which a Christian might celebrate the events of Good Friday.*

Target: Knowledge of Christian celebration of Good Friday

One mark per idea

e.g. Stations of the Cross, meditation, prayer (often from 12 noon to 3 p.m.), procession through town, hot cross buns

Only one mark for two general comments not specific to Good Friday such as “going to church to pray and forgiving others”.

(2 marks) AO1

A2 Apostles’ Creed

One statement from the Apostles’ Creed is, “I believe in God the Father.”

Explain briefly two other statements from the Apostles’ Creed

Target: Knowledge and understanding of the Apostles’ Creed

One mark for statement + one mark for explanation

e.g. God the Father, Creator of heaven and earth – Christians believe that God created the world by whatever method.
Jesus’ birth conceived by the power of the Holy Spirit – Christians believe that Jesus was special, Mary did not conceive by Joseph.
Jesus suffered under Pontius Pilate / on the third day he rose again – Jesus died to save us from our sins and by coming back to life he conquered death.
Descended into Hell – Jesus really died.
Communion of Saints – The body of believers, living and dead.
Resurrection of the body – Personal life after death etc.

(4 marks) AO2

A3 Personal and Community Life

- (a) *There are two Great Commandments. Give one of them.*

Target: Knowledge of the Great Commandments

One mark only available.

Love God (with all your heart, soul and mind) OR
Love your neighbour (as you love yourself)

Short version to be credited i.e. credit 'Love God' or 'Love your neighbour'

(1 mark) AO1

- (b) *Explain one teaching from the Sermon on the Mount about how Christians should treat other people.*

Target: Understanding of Jesus' teaching from the Sermon on the Mount

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Some knowledge of the text or some understanding of the concept shown.	1 mark
Level 2	Clear knowledge and understanding of the text shown.	2 marks

Any of these and others are acceptable:

Do not seek revenge

Love your enemies

In the same way you judge others, you will be judged

If you give to charity do not announce it.

e.g. Level 1 – Love your enemies

Level 2 – Love your enemies and pray for them / want the best for them.

(2 marks) AO2

A4 Divorce

- (a) *What is an annulment of marriage?*

Target: Knowledge of annulment

One mark only for answer, must be recognisable.

e.g. a statement saying that a marriage never took place

Candidates may explain this by giving an example rather than a definition e.g.: -

no marriage because the couple were forced to marry

or one of the couple is still married

or no sex has taken place.

(1 mark) AO2

- (b) *What did Jesus say was the only reason for a divorce?*

Target: Knowledge of Jesus' teaching on divorce

One mark for:-

Adultery

(Candidates may talk about being unfaithful or cheating on your partner etc.).

(1 mark) AO1

Part B

B5 Worship

- (a) *Here are three objects found in many churches. Explain how each object is used in worship.*

Target: Knowledge & understanding of how objects are used in worship.

Levels of Response

0	Nothing relevant or worthy of credit
Level 1	Simple creditable point
Level 2	Two points or one developed

Font Used for baptism, usually infants, but also adults. It is often placed by the main door of the church, symbol of entering God's family

Pulpit Used for preaching – allow leading worship – it helps voices to be heard round the church and the congregation to see the preacher

Altar This is where the priest (Level 1) celebrates Holy Communion (Level 2); Used for Holy Communion, holds symbols for worship, e.g. Bible, candles, priest leads worship from it.

Each of the three answers needs development to gain 2 marks.

e.g. **Font** Used for baptism – Level 1
Used for baptism of infants or adults – Level 2

(6 marks) AO1

- (b) *Explain what is meant by non-liturgical worship.*

Target: Knowledge of a non-liturgical style of worship

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, plus development	2 marks

There is no set pattern of worship set down in a book (such as the Missal). Sometimes the church may decide a pattern of its own for worship. In some churches the worship is spontaneous: it happens as the people feel led by the Holy Spirit.

Two marks for worship which does not follow a set pattern

One mark for an example only, e.g. "speaking in tongues"

(2 marks) AO2

(c) **“Music and singing are the most important part of Christian worship.”**

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

Target: Evaluation of two elements of Christian worship

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 one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For

Bible encourages music, psalms, reference to musical instruments, early Christian hymns etc. Way of enabling all to join in, learn by heart, accept the words’ meaning, for reflection, inspiration, can reflect or create mood, atmosphere, awe, can promote unity of purpose etc. There are meditation songs such as Taizé.

Against

There are times when rousing music does not fit the mood. There are parts of services where private prayer or public prayer may be more important. Music and singing have their place alongside other things such as prayer, confession, sermons and Bible reading. What may be important for one worshipper is less so for another, e.g. the sermon is sometimes very important and some may feel that Holy Communion is more important.

(5 marks) AO3

B6 Wealth and Poverty

(a) **Explain Christian teachings about poverty.**

Target: Knowledge and understanding of Christian teaching about poverty

NB: This question is looking for teachings, not generalisations.

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

e.g. Jesus never said you cannot have wealth: what matters is what you do with it, like the Rich Fool who built huge warehouses to store his wealth but died and could not take it with him; reference to Rich Man and Lazarus, easier for camel to go through the eye of a needle than a rich man to enter the Kingdom of God; examples from the life of Jesus, Christian saints etc.; blessed are the poor; serving two masters etc.

(4 marks) AO2

(b) Explain how Christians might help poor people abroad.

Target: Understanding of ways in which Christians can assist the poor

NB: This question is looking for actions of Christians in helping the poor.

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.	3-4 marks
Level 4	A clear application of knowledge and understanding with good development.	5 marks

Whilst this is a **Levels of Response** answer candidates may include some or all of the following: - their help could be in the form of giving money: perhaps to a specific voluntary agency; some give money each month; some sponsor a named child to go to school, the donations providing uniform, books, pens, etc. Other people may go to a charity shop and buy good quality clothes and some will go abroad in person with a particular skill. Many voluntary agencies now have charity shops. More explicit reference to aid agencies, funding self-help projects, promoting Fair Trade, serving abroad, teachers, nurses etc.

(5 marks) AO2

(c) “Jesus’ teaching about wealth is not relevant today.”

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

Target: To evaluate the relevance for today of Jesus’ teaching about wealth

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 one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For

e.g. today's society does not see any problem with wealth, regarded as a sign of success, status symbol. Also, basis of capitalism. Smaller proportion of people are now poor, especially in developed countries, in comparison with Jesus' time. Materialism is common.

Against

e.g. many people are motivated by greed: the more money they make the more money they want, but they often do not find happiness. What you do with your wealth, whether in coins, animals or stocks and shares, is what is important. Today people are informed about poverty; they see it on television, just as the rich man saw Lazarus.

(5 marks) AO3**Part C****C7 Matters of Life and Death**

- (a) **Describe what is said and done at a Christian funeral service.**

Target: Knowledge of a Christian funeral service**Levels of Response**

0	Nothing relevant or worthy of credit.	0 mark
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 with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

e.g. vicar stands at door saying "If you believe in me, though you die, yet you will live." Other suitable words are said such as; "Blessed are those who mourn, for they will be comforted."

A psalm may be read or sung or chanted, such as Psalm 23.

During this the coffin is brought to the front.

Words of St. Paul which summed up his belief in life after death: "death is swallowed up in victory. O death where is your sting... thanks be to God who gives us victory through our Lord Jesus Christ."

A short talk – often a tribute too the deceased – followed by a hymn.

Then there are prayers for the relatives who mourn, thanks for the life of the deceased.

The committal begins. If the coffin is to be buried then it is taken from the church to the cemetery. Psalm 103 is read: "...our Lord knows of what we are made: he remembers that we are but dust."

Then the coffin is either lowered into the grave or cremated.

These words are said: "We have entrusted X to God's merciful keeping and now we commit X's body to the ground (or cremated) earth to earth, dust to dust, in sure and certain hope of the resurrection to eternal life."

Candidates who describe a specific denomination (e.g. Roman Catholic, Quaker) should be credited up to 7 marks according to the level descriptors.

The words and the order of service do not have to be exact; so long as the gist is recognisable the full range of marks can be given. Equally candidates may make reference to the dress code, which can be credited.

(7 marks) AO1

(b) Explain different Christian attitudes towards

Either Abortion
Or Euthanasia.

Target: Understanding of different Christians beliefs about two key issues

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1-2 marks
Level 2	Some clear knowledge and understanding.	3-4 marks
Level 3	A clear knowledge and understanding with some development.	5-6 marks
Level 4	A clear knowledge and understanding with good development.	7-8 marks

Abortion

e.g. Christians are divided on this issue. Some will say no abortion under any circumstances, it is murder (life begins at conception). Others may accept abortion if the mother's life is at risk or in the case of rape. Few would accept abortion as a form of contraception or because the mother is not ready to have children and puts her career first. Much hinges on when life is considered to begin. There may be some discussion of religious principles, e.g. sanctity of life, quality of life, rights of mother and baby etc. Reference to different denominational teachings are credit worthy.

Euthanasia

Many Christians believe in care / love of fellow human beings. It is easy to say you do not agree, but when someone you love is in pain many change their minds: it is distressing to see them suffer. Jesus' *agape* principle can lead Christians to allow euthanasia: love wants to end suffering. People will say you cannot play God: he has a purpose for each one even if they do not have a long life. Some believe that suffering is part of life. Some request not to be put on life support or to be revived. Many say that once euthanasia becomes legal, society is on a slippery slope to enforced killing.

(8 marks) AO2

(c) "God cannot be a loving father because he allows people to suffer."

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

Target: Evaluation of belief in a loving God in the face of suffering

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 one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For

e.g. If God is omnipotent and omniscient, suffering is failure or lack of love. God should be protecting his followers and not let them get hurt, just like a human father would never wish harm on his children.

Against

e.g. There is a lot of suffering but some Christians would say that suffering is part of life. Some theologians advocate the theory that evil is the fault of humans, beginning with the fall of Adam and Eve. God too, is like a Father – his children learn by their mistakes. Acceptance of man-made suffering as part of the risks human beings take.

(5 marks) AO3

C8 The Bible

(a) Describe some of the ways in which the Bible is used in:

- (i) public worship**
- (ii) private worship.**

Target: Knowledge of the use of the Bible in worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 - 2 marks
Level 2	Some clear knowledge and understanding.	3 - 4 marks
Level 3	A clear knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear knowledge and understanding with good development.	7 - 8 marks

Public Worship

e.g. in church the Bible is used for:

Reading out loud, preaching and teaching, providing prayers (either straight from the Bible or it may be used as a basis for prayer); hymns are often based on biblical passages.

Private Worship

At home it may be studied in a group or by an individual to learn more about the Christian faith through discussion. In private a Christian may meditate on a sentence, a passage or just a few words. Some Bibles have a list of situations with a biblical reference.

Some explanation or description of use should be evident for Level 4 (e.g. reading, the vicar reads from the Bible in the service and Christians can learn and think about what it means).

(8 marks) AO1

- (b) *Different Christians interpret the Bible in different ways. Explain some of these ways*

Target: Understanding of different ways in which Christians interpret the Bible

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	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 with some development.	5-6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Candidates may refer to specific groups by name e.g. Literalists, Fundamentalists, Conservatives, Liberals.

Candidates may refer to some Christians saying the Bible is the inspired word of God with no errors, whilst others would say it is the word of God, but with human errors.

Candidates may give a biblical passage (such as Genesis 1) and write how different Christians would interpret it.

Candidates must refer to more than one interpretation to access Levels 3 and 4.

(7 marks) AO2

- (c) *“Christians need no other guidance apart from the Bible.”*

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

Target: To evaluate the role of the Bible in people’s lives, against other, perhaps more contemporary sources

Levels of Response

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

For

e.g. The Bible is timeless, for example the parables. People don't change: what the Bible says is about people; who still lie, cheat, fornicate, etc.

So many 'experts' advise young people that people are often in a mess; the Bible is needed to maintain one authoritative attitude.

The great truths about human beings and their quality of life do not change, however much society changes.

Against

e.g. The Bible is out of date: doesn't mention issues like euthanasia / abortion / drug addiction / genetics.

It contradicts itself e.g. its chronology is often self-contradictory or wrong. Leviticus says mourners should shave the head / elsewhere it says they shouldn't.

In any case are such rules really relevant now?

Society has adopted new values e.g. based on happiness / duty – without the need for God or the Bible.

Do the values of a culture based on shepherd morality have anything to say to us?

The Church and Church Fathers offer a lot of help and advice: they don't do so only on the basis of the Bible, e.g. Christians venerate the moral authority of the Pope / the Archbishop of Canterbury.

(5 marks) **AO3**