

GCSL

Religious Studies

Summer 2009

Mark Schemes

Issued: October 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

	Page
Foundation Tier	
Paper 1	1
Paper 2	15
Higher Tier	
Paper 1	25
Paper 2	41



Rewarding Learning

**General Certificate of Secondary Education
2009**

Religious Studies

Paper 1
Foundation Tier

[G8001]

TUESDAY 12 MAY 2009

**MARK
SCHEME**

Section A

- 1 (a)** Angel Gabriel. Accept Angel [1]
- (b)** In the desert
Garden of Gethsemane [1]
- (c)** Lord’s Prayer / Our Father [1]
- (d) (i)** John the Baptist / John / Cousin [1]
- (ii)** River Jordan [1]
- (iii)** Dove [1]
- (iv)** “This is my own dear Son, with whom I am pleased.” [1]
- (e)** Candidates may make some of the following points/suggestions:
- Two small coins; two copper coins
 - All she had to live on
 - Perfect offering
- Accept valid alternatives. [1]

(f)

	Statement	Person
(i)	“Tell us if you are the Messiah the Son of God”	Caiaphas
(ii)	“Which of these two do you want me to set free for you?”	Pilate
(iii)	“Crucify Him!”	Crowd
(iv)	“My God, My God, why did you abandon me?”	Jesus
(v)	“He is not here he has been raised”	Angel

[5]

- (g)** Candidates may suggest some of the following points:
- Judas was one of the twelve disciples
 - He was present at the Last Supper
 - Jesus said one of the twelve would betray Him
 - Judas spoke up “surely teacher you don’t mean me”
 - Judas was a traitor. He gave the signal to arrest Jesus, “The man I kiss is the man you want”
 - Judas hanged himself
- Mark in 5 descriptor levels. Accept valid alternatives [5]

- (h) (i) and (ii)**
- Candidates may suggest some of the following points:
- Too many worldly distractions – money, ambition, pop culture
 - Poor example given in their family life
 - Secular, commercial environment
 - Influence of the media
- Accept valid alternatives. [2]

			AVAILABLE MARKS
2	(a) (i) Donkey	[1]	
	(ii) • A donkey was a symbol of peace, so Jesus came as a peaceful Messiah. (To come on a horse symbolised a warrior.) • A sign of humility • To fulfil prophecy	[2]	
	(iii) “Praise to David’s Son. God bless Him who comes in the name of the Lord.”	[1]	
	(iv) The crowd spread their cloaks and branches from the trees	[1]	
	(b) Candidates may suggest some of the following points: Jesus was angry with the traders because: • The Temple was a house of prayer • The religious authorities had allowed trading to take place • Aspects of the trading may have been dishonest – “a hideout for thieves” – this also desecrated the House of Prayer • The Religious House was turned into a place of commerce	[5]	
	(c) Candidates may suggest some of the following points: These points could be included in the answer: Pilate • Because he actually sentenced Jesus to death • He “washed his hands of him” so handed power over The crowd • They shouted “Crucify Him!” and influenced the Authorities • They may have rioted and Pilate was afraid of that situation Jewish Leaders • They manipulated His Trial and the people • They gave Jesus to Pilate • They had such a dislike of Jesus they plotted His death Accept valid arguments. Mark in 5 level descriptors.	[5]	15
3	(a) LUKE 2: 41–52 Mark in 5 level descriptors	[5]	
	(b) Candidates may suggest some of the following points: • worship as a family/be together as a family • First Passover Jesus attended as a full member of Jewish community • Reminder of historical event • Parents were helped to clarify the identity of Jesus • Occasion for Jesus to grow spiritually and in wisdom	[5]	
	(c) Candidates may suggest some of the following points: Yes • Many young people love and respect their parents • They respect family life • They follow their parents example in practice of their faith		

		AVAILABLE MARKS
	<p>No</p> <ul style="list-style-type: none"> • Influence of material values and pop culture are in competition with parental standards • Influence of the media can develop poor standards of behaviour • Young people can easily grow away from and reject love and family life because they are drawn towards the life portrayed on TV, magazines etc. <p>Mark in 5 level descriptors. [5]</p>	15
4	<p>(a) Luke 10: 25–37 Mark in 5 level descriptors. [5]</p> <p>(b)</p> <ul style="list-style-type: none"> • The Levite and the Priest passed by because they put their work first (touching a sick or dead body would make them unclean and unable to do their work in the Temple) • They were afraid that they might be attacked or robbed <p>Accept valid alternatives. [5]</p> <p>(c) Candidates may suggest some of the following points: Yes</p> <ul style="list-style-type: none"> • Give practical help • They contribute to charities • They visit the sick and lonely <p>No</p> <ul style="list-style-type: none"> • Because there is increased violence • World and local poverty, and starvation <p>Mark in 5 level descriptors. [5]</p>	15
Peter’s Declaration about Jesus		
5	<p>(a) Matthew 16: 13–20 Mark in 5 level descriptors. [5]</p> <p>(b) Candidates may suggest some of the following points:</p> <p>The Jews expected a Messiah who was:</p> <ul style="list-style-type: none"> • A Royal leader (like King David) • A Warrior who would help them conquer their surrounding enemies • A “King” with a mighty Kingdom • A worldly person who would help them restore worldly power <p>Mark in 5 level descriptors. [5]</p> <p>(c)</p> <ul style="list-style-type: none"> • Transfiguration Matthew 17:1–9 • Jairus’ daughter is healed Luke 8: 40.56 • Garden of Gethsemane <p>Mark in 5 level descriptors. [5]</p>	

(d) Candidates may suggest some of the following points:

- Peter loved Jesus (left his family for him)
- Followed Jesus without question
- Regretted his denials

Peter was very human

- He denied Jesus 3 times
- He wanted to know who was the greatest
- He fell asleep when Jesus needed him

Peter had leadership qualities

- He spoke up at Caesarea Philippi and Transfiguration

Mark in 5 level descriptors.

[5]

(e) Candidates may suggest some of the following points:

Being a disciple of Jesus means:

- Loving him
- Loving our neighbour
- Believing in Him (with faith)
- Honouring Jesus through prayer
- Doing all the practical things like visiting the sick and having respect for other people
- Treating people as you would Jesus

Mark in 5 level descriptors.

[5]

25

6 (a) Luke 8: 41–42; 49–56

Mark in 5 level descriptors.

[5]

(b) Canaanite woman's daughter Matthew 15: 21–28

Widows offering Luke 21: 1–4

Woman in Simon Pharisee's House Luke 7: 36–50

Crippled woman on the Sabbath Luke 13: 10–17

Mark in 5 level descriptors.

[5]

(c) Candidates may include some of these points in their answer:

But Jesus showed love and compassion to them

- He treated them as equals
- He used them as an example of correct conduct
- He accepted them as followers

Mark in 5 level descriptors.

[5]

(d) Candidates may include some of these points in their answer:

- Jesus loved everyone and treated everyone equally – sick and disabled were among these
- He healed the sick – 10 lepers, blind beggar
- He had compassion for them
- He put healing and concern for the sick before Sabbath rules (crippled woman)

- He wasn't afraid to touch and be with the sick
 - Compassion even encouraged Jesus to raise the dead (Jairus' daughter)
- Mark in 5 level descriptors. [5]

(e) Candidates may include some of these points in their answer:

The Apostles were all men but:

- Women could make good religious leaders as they have different and important qualities to bring to the role
- Women can have the same knowledge and understanding of Jesus and his teachings, so can preach and serve their congregation as well as men
- Woman's faith in Jesus can be just as strong

Mark in 5 level descriptors. [5]

Total Section A

**AVAILABLE
MARKS**

25

75

Section B

**AVAILABLE
MARKS**

- 7 (a) Jesus entered Jerusalem on a donkey; Jesus shared the last supper with his disciples; Jesus was crucified; Jesus rose again. [4]
- (b) The coming of the Holy Spirit; the birthday of the church. [1]
- (c) Candidates may include some of the following suggestions:
- Churches built in the shape of a cross
 - The symbolism of the bread and wine in the service of Holy Communion
 - A cross or crucifix as a symbol of Christianity
 - Passages from the Bible about the death of Jesus can be read during an act of worship
 - Stained glass windows in churches depicting scenes from the crucifixion
 - Special services during Holy Week and especially Good Friday which focus on the death of Jesus [5]
- (d) Candidates may include some of the following points:
- Gives a structure to Bible readings used in church worship during the year
 - All the major events in the life of Jesus are remembered, rather than concentrating just on his birth at Christmas and his resurrection at Easter
 - Aspects of the Christian faith can be passed on to younger members through these festivals
 - Set dates for some of the festivals, e.g. Christmas can become over-commercialised and the religious aspect forgotten about
 - With too many festivals related to life of Jesus there is an over-concentration on the New Testament, and aspects of the Old Testament are forgotten about [5]
- 8 (a) Baptism; Communion; Marriage. [2]
- (b) Taking morning assembly and religious education lessons in local primary school; meeting with local clergy; primary school board of governors meetings. [2]
- (c) Through hospital visits; visiting church members who have been ill. [1]
- (d) Candidates may include some of the following points:
- A sign that more people have committed their lives to Christ and want to make a public statement of their faith, or it is a sign that new infants are being welcomed into the church
 - There is an increase in church membership and hopefully if there are adults they will involve themselves in the worship and life of the church
 - He/she is fulfilling God's command to baptise in the name of the Father, Son and Holy Spirit
 - It brings the friends and family of those being baptised to the church, and perhaps some may enjoy the worship that they decide to come back the next Sunday

15

- It gives the minister the chance to talk about what baptism is and perhaps challenge members of the congregation to make the same step [5]
- (e) Candidates may include some of the following points:
- It shows they are interested in the religious education teaching in a school and they should be able to explain aspects of Christian faith to the pupils
 - Yes, provided they do not use it as an opportunity to only talk about their own denomination and its belief
 - Some pupils would be encouraged to see their minister
 - Some might argue that it should only happen occasionally because a clergyman has so many other things to do in his church and they prefer their own teacher
 - At GCSE level he/she could be asked to answer questions set by the pupils about their church and how it worships
 - Pupils sometimes enjoy a visitor teaching them [5]
- 9 (a) Mark in levels according to the accuracy and detail given. Candidates should include the main components in the service, e.g. consecration of the elements, distribution of the elements. [10]
- (b) Candidates may include some of the following points:
- Bible readings so that the congregation hear about the life and teachings of Jesus or advice from the letters of Paul on how to lead the Christian life
 - Sermon could be used to explain the meaning of the Bible readings; to challenge the congregation to become Christians; to give the Church's teaching on issues like abortion, attitude to wealth, relationships
 - Prayers could be used to acknowledge God's goodness; to give thanks for all he provides; to seek his forgiveness; to pray for the needs of other people or for the congregation
 - Hymns and songs are a means of giving praise to God; the words of the songs can reinforce aspects of the Christian faith; they involve the people in the worship experience [5]
- (c) Candidates may include some of the following points:
- The style of music, e.g. praise group instead of organ and choir
 - Dramatised readings or plays based on the Bible readings involving some of the young people
 - Special speakers who communicate well with young people or have a life story which appeals to young people
 - Use of data projector and DVD material [5]
- (d) Candidates may include some of the following points:
- Attendees during the summer could be small in each church. If all three gathered together it could create a better atmosphere
 - An opportunity for members of the three churches to get to know each other
 - Reduces the workload on the ministers because they could take it in turn to preach

15

- An opportunity to experiment with a different style of worship agreed by all three churches, rather than following their usual form of evening worship
- If the normal act of worship happens in each church, each congregation will learn more about the worship styles of other churches
- Some of the congregation may prefer their own style of worship which may have to be compromised in joint worship
- A challenge to organise a communion service to meet the needs of all three churches [5]

25

- 10 (a)** Candidates may include some of the following points:
Mark in levels according to the accuracy and detail given. Reference should be made to pulpit, lectern, font/baptistry and communion table/altar [10]
- (b)**
- Circular stresses the equal importance of all the people who worship there and fellowship is a vital part of the worship
 - Cruciform is cross shaped and this design highlights the importance of Jesus' death upon the cross
 - Barn style is rectangular and allows the eye to be drawn to the front of the church where the pulpit takes centre stage. The pulpit stresses the importance of preaching the word of God
 - The hall and tower is a rectangular church with a tower, which suggests strength and symbolises the church as a place of refuge. One with a spire suggests points of God in prayer [5]
- (c)** Candidates may include some of the following points:
- Could be better from a financial point of view to build one large worship centre with all the modern amenities rather than three small churches
 - A lot of thought will have to go into the design of the church because the layout of churches in individual denominations may vary, e.g. Baptist church uses a large baptismal pool at the front; Church of Ireland have a font at the rear of the church for baptisms
 - A lot of thought will need to be given to when church services take place. Could three different acts of morning worship be fitted in on a Sunday morning?
 - Who will be responsible for the maintenance of the church buildings?
 - It would encourage joint working and greater sense of community [5]
- (d)** Candidates may include some of the following points:
- It would mean that the building was being used every day of the week rather than just on a Sunday
 - Some people feel that a church is dedicated to God and should only be used for sacred rather than secular events
 - The furniture would need to be moved easily and so traditional pews would need to be replaced by chairs
 - If people used the building for community events they might find it easier to come to the same familiar surroundings for a religious service

- There could be a designated area for worship and an area for other activities but all within the one complex, rather than a separate church and hall [5]

Section B

QWC

Total

**AVAILABLE
MARKS**

25

55

6

136

Matrix To Be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.
Level 2	Candidates have limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is elementary and their treatment of the task is inconsistent.
Level 1	Candidates have very limited success in being able to recall, select, organise and deploy knowledge of the subject matter. Their knowledge is very elementary and their treatment of the task is weak.

Level	AO2
Level 5	Candidates make a generally successful effort to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 4	Candidates make a reasonable effort to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 3	Candidates make an effort to describe, analyse and explain the relevance and application of religion. They show some ability to use and interpret specialist vocabulary although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.
Level 2	Candidates are generally weak in their attempts to describe, analyse and explain the relevance and application of religion. They show limited ability to use and interpret specialist vocabulary and while this is sometimes correct it is not often systematic. They may show in a limited way that they can make connections between religion and people's lives.
Level 1	Candidates are weak in their attempts to describe, analyse and explain the relevance and application of religion. They show very limited ability to use and interpret specialist vocabulary. There is little or no evidence that they can make connections between religion and people's lives.

Level	AO3
Level 5	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 4	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 3	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of argument to support their opinions.
Level 2	Candidates demonstrate limited ability to evaluate different responses to religious and moral issues. They use only elementary evidence and line of argument. They offer some simple reasons to support their opinions.
Level 1	Candidates demonstrate very limited ability to evaluate different responses to religious and moral issues. The use of evidence and line of argument is superficial.

The Assessment of Quality of Written Communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1, 2
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	3, 4
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	5, 6



Rewarding Learning

**General Certificate of Secondary Education
2009**

Religious Studies

Paper 2
Foundation Tier

[G8002]

MONDAY 18 MAY, MORNING

**MARK
SCHEME**

- 1 (a) This answer may include some of the following reasons:
- All life is sacred because humankind is created in the image of God
 - God gives life and we cannot take it away
 - Human life begins at conception
 - A foetus has the right to live
 - Abortion has a considerable effect on the mother often leaving her feeling guilty and distressed
 - People with the most serious handicaps can lead happy lives
- [3]
- (b) This answer may include some of the following points:
- Advise her to talk to her parents
 - Listen and offer support and encouragement
 - Offer to pray with her
 - Bring her to a Christian counselling service
- [2]
- (c) This answer may include some of the following points:
- Every woman has the total right over her own body and can make her own decision about abortion
 - A foetus is not a human life only potentially a human life
 - If abortions are made illegal women will go to illegal clinics where their lives could be at risk
 - Abortions should be available to women who are victims of rape
 - Prevent the birth of a child who is handicapped
- Mark in Levels. [5]
- (d) This answer may include some of the following points:
- A doctor's job is to preserve life not to end it. He/she is meant to save life
 - A doctor has to take an oath to preserve life in all circumstances.
 - All life is precious to the Lord
 - The Commandments say it is wrong to kill
- Mark in Levels. [5]
- (e) This answer may include some of the following points:
- Some people might agree with this statement saying that many people choose to live together rather than get married
 - Today some young people talk freely about being in a sexual relationship
 - Others obey the teachings of the church keeping sexual relationships within marriage
- Mark in Levels. [5]
- 2 (a) This answer may include some of the following points:
- He/she can set a good example by attending church and encouraging the children to go to Sunday School
 - Encourage the children to pray
 - He/she can try to be approachable and helpful at all times
 - He/she should show parental love towards the children at all times
 - Be responsible for the behaviour of the children and having the right to discipline them within reason
- [3]

- (b) This answer may include some of the following points:
- The Bible teaches that children should treat their parents with honour and respect. They should consider their parents wishes and feelings
 - Parents should teach children about their faith and expect them to be well behaved
- [2]

- (c) This answer may include some of the following points:
- Take an interest in what is going on and encourage their children to join the church organisations
 - Set a good example by bringing them to Christian Fellowship
 - Encourage them to make friends at these church activities and invite them to their homes
- Mark in Levels. [5]

- (d) This answer may include some of the following points:
- They think they might have a bad influence on their children
 - They feel they may put peer pressure on them, e.g. take drugs or alcohol
 - They may be afraid that their friends will take them away from their church
- Mark in Levels. [5]

- (e) This answer may include some of the following points:
- Many would consider that this is true because many families no longer go to church or take any interest in biblical teaching
 - Other families attend church and their lives are well grounded in biblical/church teaching
 - Answers may refer to other causes of family break-up
- Mark in Levels. [5]

20

- 3 (a) This answer may include some of the following points:
- Drug and alcohol abuse
 - Unemployment
 - Peer pressure
 - Boredom
 - For “kicks”
- [3]

- (b) This answer may include some of the following points:
- Church members could visit them and offer them support and encouragement
 - Pray for them and help them with housework
 - Help them out financially
- [2]

- (c) This answer may include some of the following points:
- Jesus tells us to show compassion and love to all people regardless of race, creed or colour
 - Christians have to love God and their neighbour
 - The example of the Good Samaritan
- Mark in Levels. [5]

- (d) This answer may include some of the following points:
- A person with a strong religious faith would wish to obey the Commandments
 - In their attitude towards the law they would wish to set a good example to others
 - Their conscience would tell them it is morally wrong to break the law
- Mark in Levels. [5]

- (e) This answer may include some of the following points:
- They see the present laws as inadequate in dealing with murder. Some criminals are literally getting away with murder
 - They feel that capital punishment would act as a deterrent against the big issues of knife crime and violence which leads to murder
- Mark in Levels. [5]

- (f) This answer may include some of the following point:
- This would be true because most Christians believe in giving the criminal a second chance and an opportunity to change
 - These ideas about forgiveness are expressed in the Prodigal Son and the Unforgiving Servant
 - Others may refer to the other purposes of punishment such as deterrence, protection and retribution
- Mark in Levels. [10]

30

- 4 (a) This answer may include some of the following points:
- To have and to hold from this day forward
 - For better for worse
 - For richer for poorer
 - In sickness and in health
 - To love and to cherish
 - Till death do us part
- [3]

- (b) This answer may include some of the following points:
- To commit yourself to the person you love for a lifetime
 - To bring up children in a secure and loving home
 - To control and direct the sex instinct
 - For friendship and companionship through life
- [2]

- (c) This answer may include some of the following points:
- They take their vows seriously
 - They would be patient, kind and loving towards other
 - They would be deeply committed to each other
 - They would try to work through their difficulties
- Mark in Levels. [5]

- (d) This answer may include some of the following points:
- All Christians would want to have a church wedding ceremony because it is ordained by God
 - They want to take part in the ceremony of marriage with all their friends and family present
 - It is traditional – the most important day in many peoples lives
- Mark in Levels. [5]

- (e) This answer may include some of the following points:
- Christian teaching states that there should be no sex before marriage
Many Christians would agree that sex should only take place within marriage
 - Many Christians believe that the purpose of sex is to join a married couple together and complete their relationship, with the possibility of children
- Mark in Levels. [5]

- (f) This answer may include some of the following points:
- When people make a promise to love someone forever they have to try and do their best
 - They may fall out of love but they ought to stay together for family reasons
 - Some people may consider it wrong to make this promise
 - Others may see it as part of the wedding ceremony
 - As it is impossible to know how you will feel in the future some people prefer to live together rather than get married. Divorce can be painful and expensive
- Mark in Levels. [10]

QWC

Total

AVAILABLE
MARKS

30

3

73

Matrix To Be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
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Level	AO3
Level 5	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 4	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 3	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of argument to support their opinions.
Level 2	Candidates demonstrate limited ability to evaluate different responses to religious and moral issues. They use only elementary evidence and line of argument. They offer some simple reasons to support their opinions.
Level 1	Candidates demonstrate very limited ability to evaluate different responses to religious and moral issues. The use of evidence and line of argument is superficial.

The Assessment of Quality of Written Communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	3



Rewarding Learning

**General Certificate of Secondary Education
2009**

Religious Studies

Paper 1
Higher Tier

[G8003]

TUESDAY 12 MAY, AFTERNOON

**MARK
SCHEME**

Section A

**AVAILABLE
MARKS**

- 1 (a)** Angel Gabriel [1]
- (b)** In the desert
Garden of Gethsemane [1]
- (c)**
- | Gift | Meaning |
|-------------|---|
| Gold | Kingship – Christ is King/Lord/Ruler |
| Myrrh | Jesus would accomplish His work through suffering and death |
- [2]
- (d)** Matthew 3:13–17
Mark in **five** level descriptors [5]
- (e)** The Lord’s Prayer [1]
- (f)** She gave all she had; she gave the perfect offering [1]
- (g)** Blasphemy [1]
- (h)** The tomb of Joseph of Arimathea was used to bury Jesus [1]
- (i)** Candidates may include some of these points in their answer:

The Resurrection of Jesus is essential to Christian belief because:
- It proves Jesus of Nazareth is the Son of God
 - Death is different for a Christian. It is not the end but a beginning – life is changed not ended
 - Christians share Christ’s risen life and this means a new life for them – one of love, kindness, tolerance etc.
- Mark in **five** level descriptors [5]
- (j)**
- Too many worldly distractions – money, ambition, pop culture
 - Poor example given in their faith life
 - Secular, commercial environment
 - Influence of the media
- Accept valid alternatives [2]

20

2 (a) **The Triumphant Entry Into Jerusalem**

21 As Jesus and his disciples approached Jerusalem, they came to Bethphage at the Mount of Olives. There Jesus sent two of the disciples on ahead ²with these instructions: “Go to the village there ahead of you, and at once you will find a donkey tied up with her colt beside her. Untie them and bring them to me. ³And if anyone says anything, tell him, ‘the Master needs them’; and then he will let them go at once.”

⁴This happened in order to make what the prophet had said come true:

⁵“Tell the city of Zion,
Look, your king is coming to you!
He is humble and rides on a donkey
and on a colt, the foal of a donkey.”

⁶So the disciples went and did what Jesus had told them to do: ⁷they brought the donkey and the colt, threw their cloaks over them, and Jesus got on.

⁸A large crowd of people spread their cloaks on the road while others cut branches from the trees and spread them on the road. ⁹The crowds walking in front of Jesus and those walking behind began to shout, “Praise to David’s Son! God bless him who comes in the name of the Lord! Praise God!”

¹⁰When Jesus entered Jerusalem, the whole city was thrown into an uproar. “Who is he?” the people asked.

¹¹“This is the prophet Jesus, from Nazareth in Galilee, the crowds answered.

Matthew 21:1–11

(i) David’s Son/King/Master/Prophet Jesus [2]

(ii) Jesus came in peace, not as a warrior
Humility
To fulfil the prophecy [2]

(iii) • To show that Jesus fulfilled the Old Testament prophecies
• He was writing for a Jewish audience
• To show Jesus was long promised Messiah [1]

(b) The crowd turned against Jesus because:
• The Jewish leaders manipulated them
• They saw Jesus challenge the authority of their leaders by throwing the traders out of the Temple
• The Jewish leaders including the High Priest used tactics to discredit Jesus’ Trial by Sanhedrin
Accept valid alternatives [5]

(c) Candidates may include some of these points in their answer:

The **Romans**

- **Pilate** because he actually sentenced Jesus to death
- He “washed his hands of him” so handed power over

The **crowd**

- They shouted “Crucify Him!” and influenced the Authorities
- They may have rioted and Pilate was afraid of that situation

Jewish Leaders

- They manipulated His Trial and the people
- They gave Jesus to Pilate
- They had such a dislike of Jesus they plotted His death
- Judas

Mark in **five** level descriptors

[5]

15

Either**3 (a) The Boy Jesus in the Temple**

⁴¹Every year the parents of Jesus went to Jerusalem for the Passover Festival.

⁴²When Jesus was twelve years old, they went to the festival as usual.

⁴³When the festival was over, they started back home, but the boy Jesus stayed in Jerusalem. His parents did not know this; ⁴⁴they thought that he was with the group, so they travelled a whole day and then started looking for him among their relatives and friends. ⁴⁵They did not find him, so they went back to Jerusalem looking for him. ⁴⁶On the third day they found him in the Temple, sitting with the Jewish teachers, listening to them and asking questions. ⁴⁷All who heard him were amazed at his intelligent answers.

⁴⁸His parents were astonished when they saw him, and his mother said to him, “My son, why have you done this to us? Your father and I have been terribly worried trying to find you.”

⁴⁹He answered them, “Why did you have to look for me? Didn’t you know that I had to be in my Father’s house?”

⁵⁰But they did not understand his answer.

⁵¹So Jesus went back with them to Nazareth, where he was obedient to them. His mother treasured all these things in her heart. ⁵²Jesus grew both in body and in wisdom, gaining favour with God and men.

Luke 2:41–52

Mark in **five** level descriptors

[5]

(b) We learn that:

- Jesus and His family were Jews, following the tradition of the Jewish faith
- Mary and Joseph loved their son and were very concerned when he was lost
- Jesus knew he had a committed mission to follow – staying with the Jewish Leaders

Accept valid alternatives

Mark in **five** level descriptors

[5]

(c) Candidates may include some of these points in their answer:**Yes**

- Many young people love and respect their parents
- They respect family life
- They practise obedience and tolerance to their parents
- They follow their parents example in practice of their faith

No

- Influence of material values and pop culture are in competition with parental standards
- Influence of the media can be anti-faith
- Young people can easily grow away from and reject love and family life

Mark in **five** level descriptors

[5]

15

Or**4 (a) The Parable of the Good Samaritan**

²⁵A teacher of the Law came up and tried to trap Jesus. “Teacher,” he asked “what must I do to receive eternal life?”

²⁶Jesus answered him, “What do the Scriptures say? How do you interpret them?”

²⁷The man answered, “ ‘Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind’; and ‘Love your neighbour as yourself’ .”

²⁸“You are right,” Jesus replied; “do this and you will live.”

²⁹But the teacher of the Law wanted to justify himself, so he asked Jesus, “Who is my neighbour?”

³⁰Jesus answered, “There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. ³¹It so happened that a priest was going down that road; but when he saw the man, he walked on by, on the other side. ³²In the same way a Levite also came along, went over and looked at the man, and then walked on by on the other side. ³³But a Samaritan who was travelling that way came upon the man, and when he saw him, his heart was filled with pity. ³⁴He went over to him, poured oil and wine on his wounds and bandaged him; then he put the man on his own animal and took him to an inn, where he took care of him. ³⁵The next day he took out two silver coins and gave them to the innkeeper. ‘Take care of him,’ he told the innkeeper, ‘and when I come back this way, I will pay you whatever else you spend on him’ .”

³⁶And Jesus concluded, “In your opinion, which one of these three acted like a neighbour towards the man attacked by the robbers?”

³⁷The teacher of the Law answered, “The one who was kind to him.” Jesus replied, “You go, then, and do the same.”

Luke 10:25–37

Mark in **five** level descriptors

[5]

- (b)**
- He made a Samaritan the hero of the story
 - Samaritans were regarded as enemies by the Jews
 - They were descendants of Jews who had inter-married with foreigners (Assyrians) and therefore were not “true Jews”
 - He criticised the Jewish religious leaders
 - The Jews only loved those who were like themselves

Mark in **five** level descriptors

[5]

- (c) Candidates may include some of these points in their answer:
- They use him as an example and develop the qualities of love, respect, forgiveness and compassion which Jesus showed in his contact with his neighbour, e.g. healing of the blind beggar, forgiving Zacchaeus
 - Christians will help neighbour even if they bring trouble on themselves, e.g. help drunk on street
 - Expect nothing in return for good works
 - Give practical help, e.g. generous with time and money, speak good of people – no gossip – actions necessary not just thought
- Mark in **five** level descriptors [5]

15

Either**5 (a) The Transfiguration**

17 Six days later Jesus took with him Peter and the brothers James and John and led them up a high mountain where they were alone. ²As they looked on, a change came over Jesus: his face was shining like the sun, and his clothes were dazzling white. ³Then the three disciples saw Moses and Elijah talking with Jesus. ⁴So Peter spoke up and said to Jesus, “Lord, how good it is that we are here! If you wish, I will make three tents here, one for you, one for Moses, and one for Elijah.”

⁵While he was talking, a shining cloud came over them, and a voice from the cloud said, “This is my own dear Son, with whom I am pleased – listen to him!”

⁶When the disciples heard the voice, they were so terrified that they threw themselves face downwards on the ground. ⁷Jesus came to them and touched them. “Get up,” he said. “Don’t be afraid!” ⁸So they looked up and saw no one there but Jesus.

⁹As they came down the mountain, Jesus ordered them, “Don’t tell anyone about this vision you have seen until the Son of Man has been raised from death.”

Matthew 17:1–9

Mark in **five** level descriptors [10]

- (b) Candidates may include some of these points in their answer:

The Jews expected a Messiah who was:

- A Royal leader (like King David)
- A Warrior who would help them conquer their surrounding enemies
- A worldly person who would help them restore worldly power

But Jesus disappointed them because he was:

- Poor
- He came in peace
- He had no worldly Kingdom
- He taught “love your enemies”
- not obedient to Torah (Law)

Mark in **five** level descriptors [10]

(c) Candidates may include some of these points in their answer:

AVAILABLE
MARKS

Disagree:

- Jesus chose ordinary men as his followers
- They gave up security of their jobs and left their families for him
- They supported him throughout his ministry although very often they did not understand – this showed commitment to him
- When he sent them out to preach and heal they did so
- They showed love, commitment and obedience – Peter was called a “rock”

Agree:

- They found it difficult to have complete faith, e.g. calming of the storm.
- They disappointed him in the Garden of Gethsemane, e.g. they fell asleep
- Peter was afraid and denied him
- He often predicted his suffering and death yet when it came they were unprepared
- They didn’t believe the women when they said that he had been raised
- After the Crucifixion they were afraid and hid

Mark in **five** level descriptors.

[5]

25

6 (a) Jairus’ Daughter

⁴⁰When Jesus returned to the other side of the lake, the people welcomed him, because they had all been waiting for him.

⁴¹Then a man named Jairus arrived, he was an official in the local synagogue. He threw himself down at Jesus’ feet and begged him to go to his home,

⁴²because his only daughter, who was twelve years old, was dying.

⁴⁹While Jesus was saying this, a messenger came from the official’s house. “Your daughter has died,” he told Jairus; “don’t bother the Teacher any longer.”

⁵⁰But Jesus heard it and said to Jairus, “Don’t be afraid; only believe, and she will be well.”

⁵¹When he arrived at the house, he would not let anyone go in with him except Peter, John and James, and the child’s father and mother. ⁵²Everyone there was crying and mourning for the child. Jesus said, “Don’t cry; the child is not dead – she is only sleeping!”

⁵³They all laughed at him, because they knew that she was dead. ⁵⁴But Jesus took her by the hand and called out, “Get up, my child!” ⁵⁵Her life returned, and she got up at once, and Jesus ordered them to give her something to eat.

⁵⁶Her parents were astounded, but Jesus commanded them not to tell anyone what had happened.

Luke 8:40–56

Mark in **five** level descriptors

[10]

- (b) Candidates may include some of these points in their answer:
- Jesus loved everyone and treated everyone equally – the sick and disabled were among these
 - He healed the sick (e.g. ten lepers, blind beggar)
 - He had compassion for them (e.g. Peter’s mother in law)
 - He put healing and concern for the infirm before Sabbath rules (e.g. crippled woman)
 - He wasn’t afraid to touch and be with the sick and disabled (e.g. touched the man with a dreaded skin disease)
 - Out of compassion Jesus raised the dead (e.g. Jairus’ daughter)

Mark in **five** level descriptors

[10]

- (c) Candidates may include some of these points in their answer:

Agree:

- Since Jesus chose 12 men to be his disciples it would appear that he only wanted men to be religious leaders
- He chose Peter, a man, to be the leader of his church
- But at the time of Jesus women had an inferior role in society so as leaders and preachers they would not have been accepted

Disagree:

- Women have important qualities to bring to the role of priest and minister. They have a sympathy and tolerance necessary for the job. They are good listeners, patient and considerate and they can look at problems from a female perspective. All congregations are not male
- Women have the same knowledge and understanding of Jesus and his teachings as men, so can preach and serve their congregation with the same success

Mark in **five** level descriptors

[5]

25

Section A

75

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

- 7 (a) Candidates should make reference to the following events – entry into Jerusalem; the Last Supper in the upper room; arrest and trials; crucifixion; rising from the dead, walk to Emmaus, betrayal by Judas [5]
- (b) Candidates may include some of the following points:
- Churches are built in the shape of a cross
 - The symbolism of the bread and wine in the service of Holy Communion
 - A cross or crucifix is a major Christian symbol
 - Passages from the Bible about the death of Jesus can be read during an act of worship
 - Stained glass windows in churches may depict scenes from the crucifixion
 - Special services during Holy Week and especially Good Friday which focus on the death of Jesus [5]
- (c) Candidates may include some of the following points:
- We live in an increasingly multicultural and religious society
 - A study of their festivals will create a greater understanding of the beliefs of people of different religious faiths and lead to greater harmony
 - As Northern Ireland is still a predominantly Christian society, pupils should first concentrate on purely Christian festivals and beliefs and then at an older age be introduced to what other faiths celebrate
 - With less children going to Sunday school and having a very poor knowledge of Christian festivals and beliefs, these need to be reinforced first
 - With travel making the world a much smaller place, pupils will visit countries where other world faiths are the dominant religion. To know something about other festivals and beliefs could make the experience more meaningful
 - Theological importance of Church’s preaching/teaching [5]
- 8 (a) Candidates may include some of the following points:
- The organisation and delivery of Sunday acts of worship
 - Pastoral care of parishioners, e.g. visiting the sick, elderly, housebound, those experiencing problems in their lives
 - To carry out key initiation ceremonies, e.g. baptisms, marriages, funerals
 - To develop youth work in the church
 - To be involved in community relations works and to develop good relationships with other ministers in the area
 - To chair meetings of the church council, vestry, etc. and to oversee developments within the church
 - Develop the congregation spiritually [5]

15

- (b) Candidates may include some of the following points:
- Increased membership with more baptisms taking place
 - Meeting the needs of the community by organising events
 - A style of worship which attracts young people to attend
 - Members of the congregation are involved in outreach
 - People are making a commitment to the Christian way of life [5]
- (c) Candidates may include some of the following points:
- Less emphasis on vocation
 - Scandals within the church has done harm
 - Compared to other careers the financial rewards are less
 - There are less people attending church and many question the role of the church in the community
 - Church leaders do not have set hours, and they can be involved in work every day of the week [5]

15

Either

- 9 (a) Candidates may include some of the following points:
- The age at which people receive their first communion varies in different denominations, e.g. 8 years of age in Roman Catholic denominations, teenage years in Church of Ireland
 - Place where bread and wine is given out, e.g. Church of Ireland, and Roman Catholic it is given out at the front of the church, in Baptist and Presbyterian people stay in their seats and it is brought to them
 - Some churches use a common chalice; others have individual glasses for the wine
 - In Catholic tradition wafers are used and these can be placed on the tongue; in Church of Ireland they use bread and it is placed in the hand.
 - In Presbyterian churches communion is first taken by the congregation then the elders and lastly the minister. In Roman Catholic and Church of Ireland it is taken first by the minister
 - How often it is celebrated. In Roman Catholic traditions it is every service, in some Church of Ireland churches it is twice a month, and in some Presbyterian churches it is only twice a year [10]
- (b) Candidates may include some of the following points:
- Bible readings so that the congregation hear about the life and teachings of Jesus or advice from the letters of Paul on how to lead the Christian life
 - Sermon could be used to explain the meaning of the Bible readings; to challenge the congregation to become Christians; to give the Church's teaching on issues like abortion, attitude to wealth, relationships, etc.
 - Prayers could be used to acknowledge God's goodness to give thanks for all he provides; to seek his forgiveness; to pray for the needs of other people or for the congregation
 - Hymns, songs are a means of giving praise to God; the words of the songs can reinforce aspects of the Christian faith; they involve the people in the worship experience [5]
- (c) Candidates may include some of the following points:
- Attendance during the summer could be small in each church. If all three gathered together it could create a better atmosphere for worship

- An opportunity for members of the three churches to get to know each other
- Reduces the workload on the ministers because they could take it in turn to preach
- An opportunity to experiment with a different style of worship agreed by all three churches, rather than following their usual form of evening worship
- If the normal act of worship happens in each church, each congregation will learn more about the worship styles of other churches
- Some of the congregation may feel uncomfortable if their normal form of Sunday worship is not followed because compromises have been made

[10]

AVAILABLE
MARKS

25

Or

10 (a) Mark in levels according to the accuracy and detail given. Candidates should make reference to pulpit, lectern, font/baptistry and communion table/altar [10]

(b) Candidates may include some of the following points:

- Circular stresses the equal importance of all the people who worship there and fellowship is a vital part of the worship
- Cruciform is cross-shaped and this design highlights the importance of Jesus' death upon the cross
- Barn style is rectangular and allows the eye to be drawn to the front of the church where the pulpit takes centre stage. The pulpit stresses the importance of preaching the word of God
- The hall and tower is a rectangular church with a tower, which suggests strength and symbolises the church as a place of refuge. One with a spire suggests points to God in prayer

[5]

(c) Candidates may include some of the following points:

- Could be better from a financial point of view to build one large church and church hall with all the modern amenities rather than three smaller churches
- A lot of thought will have to go into the design of the church because the layout of churches in individual denominations may vary, e.g. Baptist church uses a large baptismal pool at the front; Church of Ireland have a font at the rear of the church for baptisms
- A lot of thought will need to be given to when church services take place. Could three different acts of morning worship be fitted in on a Sunday morning? Could it provide an opportunity for joint acts of worship on occasions?
- Who will be responsible for the maintenance of the church buildings?

[10]

25

Section B

55

QWC

6

Total

136

Matrix to be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in a detailed and comprehensive manner. Their treatment of the question is of a consistently high order.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in an accurate and detailed manner. Their treatment of the task is of a high order.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 2	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 1	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.

Level	AO2
Level 5	Candidates make a sustained effort to describe, analyse and explain the relevance and application of religion. They consistently use and interpret specialist vocabulary to draw out meaning and significance. They show that they are highly aware of different beliefs and responses.
Level 4	Candidates make a successful effort to describe, analyse and explain the relevance and application of religion. They make a very good attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. They show consistently that they are aware of different beliefs and responses.
Level 3	Candidates make a generally successful effort to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 2	Candidates make a reasonable effort to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 1	Candidates make an effort to describe, analyse and explain the relevance and application of religion. They show some ability to use and interpret specialist vocabulary. Although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.

Level	A03
Level 5	Candidates demonstrate an excellent ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take full account of a variety of opinions and make judgements on a wide range of evidence and well-developed arguments.
Level 4	Candidates demonstrate a very good ability to evaluate different responses to religious and moral issues, using relevant evidence and arguments. As required they show that they are highly aware of a range of opinions and support their own judgements with a very good range of evidence and well-developed arguments.
Level 3	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 2	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 1	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of arguments to support their opinions.

The assessment of quality of written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1, 2
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	3, 4
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	5, 6



Rewarding Learning

**General Certificate of Secondary Education
2009**

Religious Studies

Paper 2
Higher Tier

[G8004]

MONDAY 18 MAY, MORNING

**MARK
SCHEME**

1 (a) This answer may include some of the following points:

The case for abortion:

- Every woman has the total right over her own body and can make her own decision about abortion
- A foetus is only potentially a human life
- A woman must have the right to safe and affordable termination of pregnancy
- Abortions should be available to women who are victims of rape.
- It is a terrible experience for a fourteen-year-old girl to go through childbirth and then have to give the baby up for adoption because she can't possibly cope with being a mother
- To prevent the birth of a handicapped child

Mark in Levels [10]

(b) This answer may include some of the following points:

- A doctor's job is to preserve life not to end it. He/she is meant to save life
- This idea of preserving life is expressed in the Hippocratic oath.
- God gives life and only He can take it away
- The commandments say it is wrong to kill

Mark in Levels [5]

(c) This answer may include some of the following points:

- Some people might agree with this statement saying that many people today choose to live together rather than get married
- Today some young people talk freely about being in a sexual relationship
- Others obey the teaching of the church keeping sexual relationships within marriage

Mark in Levels [5]

20

2 (a) This answer may include some of the following points:

- He/she can set a good example by attending church and encouraging the children to go to Sunday School
- He/she should encourage the children to pray
- He/she can try to be approachable and helpful at all times.
- They should show parental love towards the children at all times
- Be responsible for the behaviour of the children and having the right to discipline them within reason

Mark in Levels [10]

(b) This answer may include some of the following points:

- Children should respect their father and mother as stated in Exodus 20 v 12. "Honour your father and your mother."
- Parents should respect their children as stated in Colossians 20 v 12. "Fathers do not exasperate your children for fear they grow disheartened"
- Show forgiveness. In The Prodigal Son the father forgave his son who had done wrong

Mark in Levels [5]

- (c) This answer may include some of the following points:
- Many would agree as there are so many changes in society that it is difficult for parents to be aware of what's going on
 - Children are open to peer pressure, the media and the internet where people often set a bad example
 - On the other hand Christian parents can help their children by taking an interest in them and encouraging them. They could teach them the commandments and the teaching of Jesus in the Sermon on the Mount.
 - They can discuss their difficulties and try not to be too critical
- Mark in Levels [5]

20

- 3 (a) This answer may include some of the following points:
- There is an increase in drug and alcohol abuse
 - Many people are unemployed
 - Young people come under peer pressure
 - Boredom can make young people turn to crime
 - They simply get involved for “kicks”
 - Some people get involved in gang or knife culture
- Mark in Levels [5]

- (b) This answer may include some of the following points:
- Jesus tells us to show compassion and love to all people regardless of race, creed or colour
 - Christians ought to love God and their neighbour
 - The example of the Good Samaritan
- Mark in Levels [5]

- (c) This answer may include some of the following points:
- They see the present laws as inadequate in dealing with murder. Many criminals are literally getting away with murder
 - They feel that capital punishment would act as a deterrent against the big issues of knife crime and violence which leads to murder
 - Capital punishment fits the crime
- Mark in Levels [5]

- (d) This answer may include some of the following points:
- This would be true because most Christians believe in giving a criminal a second chance and find an opportunity to change
 - These ideas about forgiveness are expressed in the Prodigal Son and the Unforgiving Servant
 - Others may refer to the other purposes of punishment such as deterrence, protection and retribution
- Mark in Levels [5]

- (e) This answer may include some of the following points:
- In many cases the young are obsessed with celebrities. Some of these people have a bad influence on young people
 - Others may have a good influence
 - Many young people want to become rich and famous like celebrities.
 - Others still attend church religiously and take the teachings of the church seriously

- Some churches try very hard to have a good influence on young people by giving them a role in church life. Other churches fail to provide activities for young people

Mark in Levels [10]

AVAILABLE MARKS

30

4 (a) This answer may include some of the following points:

1. The Minister welcomes the people and makes a statement about what marriage is for
2. The Minister establishes that the couple are free to marry and that no-one has any lawful objections
3. The couple exchange vows
4. The couple exchange rings as a symbol of permanent love and faithfulness
5. The Minister blesses the union in God's name

Mark in Levels [10]

(b) This answer may include some of the following points:

- Disagreements over money
- Unemployment of one or both partners
- Lack of communication
- Unfaithfulness
- Pressures of caring for children
- Lack of commitment

Mark in Levels [5]

(c) This answer may include some of the following points:

- They take their vows seriously
- They see marriage as a life long commitment
- They are prepared to work hard and make their marriage work

Mark in Levels [5]

(d) This answer may include some of the following points:

Yes

- For some people this is true as they take the vow "till death us do part", seriously
- Marriage is permanent
- What God has joined together, let no man put asunder

No

- People grow apart
- People live longer so it is unrealistic to expect them to stay together forever
- We live in a disposable society

Mark in Levels [10]

30

QWC

3

Total

103

Matrix To Be Used For Awarding Marks According To Levels Of Response

Mark Weighting	Level 1	Level 2	Level 3	Level 4	Level 5
5	1	2	3	4	5
10	1–2	3–4	5–6	7–8	9–10

Levels of Response

Levels of response questions attract 5 or 10 marks. For such questions identify the mark range, then judge the level and finally decide on the mark to be credited.

The statements which follow should be used to determine the appropriate level of response for each objective.

Level	AO1
Level 5	Candidates are able to recall, select, organise and deploy knowledge in a detailed and comprehensive manner. Their treatment of the question is of a consistently high order.
Level 4	Candidates are able to recall, select, organise and deploy knowledge in an accurate and detailed manner. Their treatment of the task is of a high order.
Level 3	Candidates are able to recall, select, organise and deploy knowledge in an accurate and for the most part detailed manner. Their treatment of the question is very good.
Level 2	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate and detailed manner. Their treatment of the question is good.
Level 1	Candidates are able to recall, select, organise and deploy knowledge in a generally accurate manner. Their knowledge however lacks depth and their treatment of the question is uneven and lacks consistency.

Level	AO2
Level 5	Candidates make a sustained effort to describe, analyse and explain the relevance and application of religion. They consistently use and interpret specialist vocabulary to draw out meaning and significance. They show that they are highly aware of different beliefs and responses.
Level 4	Candidates make a successful effort to describe, analyse and explain the relevance and application of religion. They make a very good attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. They show consistently that they are aware of different beliefs and responses.
Level 3	Candidates make a generally successful effort to describe, analyse and explain the relevance and application of religion. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show that they are aware of different beliefs and responses.
Level 2	Candidates make a reasonable effort to describe, analyse and explain the relevance and application of religion. They attempt to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands they show that they have some awareness of different beliefs and responses.
Level 1	Candidates make an effort to describe, analyse and explain the relevance and application of religion. They show some ability to use and interpret specialist vocabulary although this is not always correct. They show that they are aware of different beliefs and responses but this generally lacks depth.

Level	AO3
Level 5	Candidates demonstrate an excellent ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take full account of a variety of opinions and make judgements on a wide range of evidence and well-developed arguments.
Level 4	Candidates demonstrate a very good ability to evaluate different responses to religious and moral issues, using relevant evidence and arguments. As required they show that they are highly aware of a range of opinions and support their own judgements with a very good range of evidence and well-developed arguments.
Level 3	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument. As required they take account of different opinions and make judgements based on a good range of evidence and developed arguments.
Level 2	Candidates demonstrate a generally good ability to evaluate different responses to religious and moral issues, using some relevant evidence and argument. As required they incorporate references to different opinions and use arguments to make a reasoned judgement.
Level 1	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument. They make reference to opinions and make limited use of arguments to support their opinions.

The assessment of quality of written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

Performance Level	Criteria	Marks
Threshold	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	0, 1
Intermediate	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility	2
High	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision	3

