

GCSE

**Religious Studies
(Short Course)**

Summer 2009

Mark Scheme

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.

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Rewarding Learning

**General Certificate of Secondary Education
2009**

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[G8101]

MONDAY 18 MAY, MORNING

**MARK
SCHEME**

Levels of Response Marking Grids

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 for the most part detailed manner. Their treatment of the question is of a high order.
Level 3	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 2	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 1	Candidates have limited success in being able to recall, select, organise and deploy knowledge accurately. Their knowledge is elementary and their treatment of the question is inconsistent.

Level	AO2
Level 5	Candidates make a sustained effort to describe, analyse and explain the relevance and application of religion as appropriate to the question. 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 generally successful effort to describe, analyse and explain the relevance and application of religion as appropriate to the question. They make a good attempt to use and interpret specialist vocabulary to draw out meaning and significance. They show consistently that they are aware of different beliefs and responses.
Level 3	Candidates make a good attempt to describe, analyse and explain the relevance and application of religion as appropriate to the question. They show some ability to use and interpret specialist vocabulary correctly to draw out meaning and significance. When the question demands, they show that they are aware of different beliefs and responses.
Level 2	Candidates make some attempt to describe, analyse and explain the relevance and application of religion as appropriate to the question. 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 their awareness generally lacks depth.
Level 1	Candidates are generally weak in their attempts to describe, analyse and explain the relevance and application of religion as appropriate to the question. 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 are aware of different beliefs and practices by making very basic connections between religion and people's lives.

Level	AO3
Level 5	Candidates demonstrate a very good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument as required. They show that they are highly aware of a range of opinions and support their own judgements with a wide range of evidence and well-developed arguments.
Level 4	Candidates demonstrate a good ability to evaluate different responses to religious and moral issues, using relevant evidence and argument as required. They take full account of different opinions and make judgements based on a good range of evidence and develop arguments.
Level 3	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 2	Candidates demonstrate some ability to evaluate different responses to religious and moral issues, using a restricted range of relevant evidence and argument as required. They make reference to different opinions and use argument in the form of offering some simple reasons to support their opinions.
Level 1	Candidates demonstrate limited ability to evaluate different responses to religious and moral issues. They use only elementary evidence and line of argument. They make little if any reference to other points of view but may give a reason to support an opinion.

Section A

AVAILABLE
MARKS

- 1 (a) Wisemen (magi); shepherds; visitors from east [2]
- (b) It was Joseph's home town; he had to register in a census ordered by Caesar Augustus; it fulfilled an Old Testament prophecy. [2]
- (c) Turn stones into bread; jump from the top of the temple and be unhurt; bow down to the devil in exchange for all the kingdoms he could see. [2]
- (d) Fed the hungry; gave a drink to the thirsty; invited a stranger into their home; clothed the naked; cared for the sick; visited the prisoner. [2]
- (e) To explain how people responded to the Word of God. [1]
- (f) To show that a wise person builds his life around the teachings of Jesus; that a foolish person disobeys and ignores the teaching of Jesus. [1]
- (g) Passage is Matthew Ch. 16 v 13–20. Mark according to the level of accuracy and detail given in the answer. [5]
- (h) e.g. By setting an example of Christian living; by loving their neighbour; by putting the teaching of Jesus into everyday action; by telling others the Christian message; by showing kindness and understanding to others; by helping those in need. [2]
- (i) Candidates may include some of the following points:
- During this meal Jesus instituted the first Holy Communion service.
 - He used the actions during the meal to emphasise the sacrifice he was making for humanity.
 - Every time Christians celebrate communion, they are remembering the meal Jesus had with his disciples.
 - The bread and wine were, and still are, symbols of his body and blood.
 - Christians today are obeying Jesus' command to remember his death and suffering until his Second Coming.
 - Nearly every Christian denomination has communion services today to re-enact the events just before his death. It is a visual aid to help Christians remember this event in Jesus' life.
- Mark in Levels [5]
- (j) Candidates may include some of the following points:
- The Romans had occupied the country of Israel, and as an occupying force, permission needed to be given for a person to be put to death.
 - The Jews were celebrating the Passover, a very religious festival, and they would not want to put such a popular figure as Jesus to death, during their celebrations.
 - The Jewish leaders had sent Jesus to Pilate to be sentenced, and he gave into the pressure of the crowd to crucify Jesus rather than have a possible riot on his hands.
 - The Jewish leaders had jurisdiction over religious matters, but had not the power to crucify people.
- Mark in Levels [5]

		AVAILABLE MARKS
(k)	To symbolise that people could pray directly to God and did not have to use the High Priest as an intermediary. [1]	
(l)	He told them not to be afraid; he stated that Jesus had risen; he told them to look at the place where Jesus had been lying; tell his disciples that he had been raised from death and that they would see him in Galilee. [2]	30
2	<p>(a) Relevant passage is Luke 8 v 40 – 42, 49 – 56. Mark in levels according to the degree of accuracy and knowledge given in the answer. Mark in Levels [10]</p> <p>(b) Candidates may include some of the following points:</p> <ul style="list-style-type: none"> • Jesus in healing the Roman officer’s servant , helped a man who was seen as an enemy to many Jewish people and he also stated that the centurion’s faith was greater than that of the people of Israel. • He showed compassion to and touched leprosy sufferers, who were seen as outcasts in society and whose illness was a punishment from God. • He befriended and dined with Zacchaeus a notorious tax collector, who was seen as a traitor, and a cheat because he worked for the Roman occupying force. • He was critical of the way the Pharisees prayed, fasted and gave to charity. • He had time to help women who were considered as second class citizens in his day. <p>Mark in Levels [10]</p> <p>(c) Candidates may include some of the following points:</p> <ul style="list-style-type: none"> • A lot could depend on what is meant by the word “miracle”. • There are examples of people who have been diagnosed with life- threatening illnesses, and through prayer, faith and the ministry of healing have been cured completely without any medical intervention. • People who survive the most horrendous natural disasters see it as a miracle. • People argue that there is a logical reason for things happening and science has proved and shown why things happen. [5] <p>(d) Candidates may include some of the following points:</p> <ul style="list-style-type: none"> • Whatever groups of people the candidates refer to they must give reasons for their choice. • Candidates could refer to those who suffer with AIDs; travellers; alcoholics; drug addicts; ex prisoners. <p>Mark in Levels [5]</p>	30
3	<p>(a) Candidates may include some of the following points:</p> <ul style="list-style-type: none"> • In believers’ baptism the person being baptised makes a personal testimony whereas an infant baptism sponsors or godparents take vows on behalf of the infant. • In believers’ baptism the person is immersed in a baptismal pool, whereas in infant baptism a small amount of water is sprinkled or poured on the baby’s head from a font. 	

- In infant baptism the child has the sign of the cross made on their head and this does not happen in believers' baptism.
- Believers' baptism takes place at the front of the church, whereas in some denominations the ceremony is conducted at the rear of the church as a sign of welcoming into the church.
- In believers' baptism the person publicly professes their faith in Christ and repentance of their sins. In infant baptism the child will publicly do this at a later time in their lives at confirmation.

Mark in Levels [10]

- (b) Give one mark for the two actions or symbols referred to. Candidates could refer to being signed with a cross on the forehead; the use of water; total immersion; anointing with the oil of chrism; the wearing of a white robe; lighting a candle, the singing of the Aaronic blessing; baptism as part of God's covenant with his people.

Mark in Levels [5]

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

- Baptism today is fulfilling a command given by Jesus to his disciples to baptise in the name of the Father, Son and Holy Spirit.
- John the Baptist baptised at the Jordan and he called on people to repent, which is a feature of baptism today.
- Jesus was baptised and so Christians today are following his example.
- There are examples of adult baptism in the Bible, e.g. Acts 8 v 35–39 when Philip baptised the Ethiopian official.
- Reflects the idea of the covenant. Just as Jewish children were circumcised as a way of making them a part of the wider Jewish community, Presbyterians see baptism as a way of bringing a child into the family of God by promising to bring the child up as a Christian.

Mark in Levels [5]

- (d) Candidates may include some of the following points:

- The minister may want to discuss why the couple want the baby baptised and to see how serious they are in helping the child be brought up in a Christian environment.
- The baby is equal in God's eyes with everyone else and should not be deprived the opportunity of being welcomed into the family of the church. When older it can decide for itself whether it wants to take the vows made on their behalf.
- The minister may not be happy doing this baptism, because he feels that children should be conceived within a marriage situation. One of the purposes of marriage is to have children.

Mark in Levels [5]

- (e) Candidates may include some of the following points:

- A Christian lifestyle is a witness to other people who may expect a certain standard from a Christian.
- There are benefits in being baptised in that it is a confirmation of a person's personal commitment to Christ.
- Christians want to carry out the teachings of the Bible.
- Baptism is a recognition that a person as a member of the church and there is a sense of community and belonging.

Mark in Levels [5]

- 4 (a) Mark in levels according to the detail given. Candidates can refer to a holy communion service in their answer.
Mark in Levels [10]
- (b) Candidates may include some of the following points:
- Prayers – role of confession, adoration, thanksgiving, petition and intercession.
 - Sermon – to explain the Bible reading and its relevance for Christian living today; to comment on contemporary issues and to give advice on how to deal with and respond to them; to challenge people to commit their lives to Jesus.
- Mark in Levels [5]
- (c) Candidates may include some of the following points:
- Advent and Lent are seen as times of preparation and meditation for the key Christian festivals of Christmas and Easter. Special services help people think about their spiritual significance today.
 - To give people a focus and sometimes it is more meaningful to worship together than to prepare as an individual for these festivals.
 - During Lent, and especially during Holy Week, the services can help people think and reflect on the sacrifice that Jesus made and how they should respond to it.
 - Some churches may take a series of relevant topics for these services and this helps people to be given Christian teachings on these.
 - Due to the commercial nature of the Christmas season, people find it harder to prepare spiritually and if there are set services at specific times they can plan in advance to attend these. [5]
- (d) Candidates may include some of the following points:
- More modern music reflects the style of music which young people enjoy and they respond better to more modern songs sung at a pace using a range of instruments.
 - Music is a form of getting a message across to young people in a secular setting and they prefer to listen to this than long dreary sermons.
 - Other aspects of worship could be used to attract young people to church, e.g. use of dramatised Bible readings, greater use of ICT facilities and its potential to get across the Christian message.
 - The involvement of the young people in the form of worship and the choice of topics to be covered in the service.
 - Use of interesting personalities, e.g. sports people to talk about their lives and what their faith means to them.
- Mark in Levels [5]
- (e) Candidates may include some of the following points:
- They argue that the culture and environment of Biblical times are very different from those of today and so the teaching is of no relevance.
 - they view the teaching as outdated and not practical in a materialistic society.
 - others respect the Bible because it is God’s word and is a guideline for living and it is essential for strengthening a person’s faith.
 - Criticism of the Bible is a feature of the media and this has had a negative impact on respect for God’s word.
- Mark in Levels [5]

- 5 (a) Candidates may include some of the following points:
- Application of Biblical teaching to every day living, e.g. forgiveness, patience, kindness.
 - Parents setting an example of Christian living to their children, e.g. no swearing, being honest, love to one another.
 - Time set aside for prayer, Bible teaching on a daily basis, grace at meals.
 - Good communication between parents and children and whole family doing things together.
 - Firm but fair discipline applied.
 - Opening the family home as a place of hospitality and showing the children the practical side of loving their neighbour.

Mark in Levels [10]

- (b) Candidates may include some of the following points:
- In the Bible there are continual references to helping those who are vulnerable or in need and children who need to be fostered often fall into these categories.
 - It is an example of Christian service and puts into practice “loving your neighbour”, as well as showing compassion to others.
 - It can be very rewarding especially if the children have had some very unhappy and distressing experiences in their lives.
 - An indirect opportunity to bring up a child in a Christian environment which one day could lead them to be Christians.
 - Fostering and adoption is seen as a natural practice in the Bible. If a child was left without parents, the extended family took on the responsibility.

Mark in Levels [5]

- (c) Candidates may include some of the following points:
- It could cause instability, especially if there are natural children, with the possibility of difficult foster children coming at different times. Each one would be very different in temperament and meeting their needs as well as those of the natural children could be very challenging.
 - Natural children could be delighted to have a new arrival. If there is a single, natural child the chance to build a friendship could be appealing.
 - It could create jealousy; the natural children feel that their parents have less time for them as they try to integrate the foster children into the home. Jealousy could lead to mild bullying and the parents may find it hard to cope with the situation.
 - The fostering family would experience bereavement loss when the foster child leaves. The children could be disappointed or angry when the child leaves.

Mark in Levels [5]

- (d) Candidates may include some of the following points:
- If children have experienced an openness and good communication with their parents, then they will be more willing to listen to their parents.
 - Teenagers need to be encouraged to discuss issues with their parents, who need to take a genuine interest in them and react in a sensitive and sensible way.
 - If all family members are Christians it may be easier, but it can be more challenging when teenagers are not interested in living the Christian faith.

- Some young people see parents as outdated and out of step with modern thinking and put more credence on peer pressure influences and the influence of the multi-media.
- The lifestyle and pressures on young people today are very different to that of their parents at the same stage in their lives. Some parents are not sure how best to approach issues which affect their teenage children.

Mark in Levels

[10]

30

6 (a) Candidates may include some of the following points:

- The fact that they are breaking the law.
- The effects that the drugs can have on their health. They may be destroying their body which should be seen as the “temple of the holy spirit”.
- The money which they are spending on drugs could be put to better use. Their addiction to drugs could cause financial hardship for members of their family.
- Some drugs can cause a person’s mood or personality to change and this can affect how they relate to others. Mood changes could lead to conflict, emotional trauma, separations and violence.
- Addiction means that they see themselves as the only person that matters and they have little concern for the welfare of others.
- The side effects from some drugs can prevent a person from doing their job properly. Absenteeism or irresponsibility at work can lead to unemployment which leads to a poverty trap.

Mark in Levels

[10]

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

- An irresponsible use of money and it is a poor stewardship of God’s resources.
- it can lead to addiction and the person’s behaviour can have a knock on effect on others. They can become very self-centred and have no concern for the welfare of others.
- the money spent on betting could be given to charity and helping those in need.

Mark in Levels

[5]

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

- In the Bible God called individuals like Moses, Abraham, Paul and the prophets to do something for him. Christians today still believe God calls people to do a specific job or task for him, e.g. a minister, priest, or a missionary.
- Vocation is seen as an opportunity for serving others, following the example of Jesus and the term can be applied to the caring professions.
- Paul in Colossians 3 V 23 states that people should work to the best of their ability as if they were working for the Lord. If people today do this, then Christians see all work as vocation because it brings glory to God. They are using their attitude to work as a method of living out their faith.

Mark in Levels

[5]

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

- For practical reasons they need to work, eg to pay off university fees, to meet the costs of running a house and to create a good standard of living for their children.
- There is more time and opportunity for the children and parents to bond, because the child is not in the care of others for periods of the day. In the long term a close relationship may be developed, and it could reduce problems in later years.
- Parents want to have the opportunity to develop their careers and cannot afford to work part time.
- Both parents can work provided the evenings and the weekends are devoted to doing things together as a family.
- Due to reduced work commitments and the pressure on running the home involvement in church and Christian activities may be increased.
- It reverses the traditional role of the mother running the home if the father has the lower income.

Mark in Levels

[10]

Total

**AVAILABLE
MARKS**

30

126

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

