

**GCSE**

**Religious Studies  
(Short Course)**

**Summer 2010**

**Mark Scheme**

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

**MARK SCHEMES (2010)**

**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  
2010**

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## **Religious Studies**

**Short Course**

**[G8101]**

**MONDAY 24 MAY, MORNING**

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**MARK  
SCHEME**

## Level of Response Marking Grids

AVAILABLE  
MARKS

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 vary basic connections between religion and people's lives.

AVAILABLE  
MARKS

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 developed 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.

AVAILABLE  
MARKS

## Section A

AVAILABLE  
MARKS

- 1 (a) Emperor Augustus ordered a census to be taken throughout the Roman Empire when Jesus was born; Pontius Pilate was Roman Governor in Jerusalem when Jesus died; Jesus healed the servant of the Roman centurion; crucifixion was a Roman method of punishment  
Accept valid alternatives [2]
- (b) (i) Jesus entry to Jerusalem on a donkey  
Accept valid alternatives
- (ii) Peter's exclamation at Caesarea Philippi; Pilate used the term during Jesus' trial before him; Visitors from East asked "Where will the Messiah be born"; Caiaphas asked if he was the Messiah  
Accept valid alternatives [2]
- (c) Passage is Luke 1 v 26–38. Mark in levels according to the level of accuracy and the detail given in the answer [5]
- (d) It showed he was identifying himself with his human kind; it was an event that was approved by God; it was the starting point of his ministry [1]
- (e) The devil showed Jesus all the kingdoms of the world and said he would give these to Jesus provided Jesus knelt down and worshipped him [1]
- (f) Candidates may include some of the following points:
- reinforced the events which happened eight days earlier when Jesus stated that Peter was the Son of the living God
  - voice from heaven confirmed that Jesus was God's Son
  - the significance of Jesus talking to Moses (Law Giver) and Elijah (Prophets) and that he had come to fulfil both
  - reminded by Jesus that he would overcome death
  - they realised that John the Baptist had prepared the way for the Messiah
  - in their later lives these events would help them cope with times of difficulty [5]
- (g) They worked for the Roman overlords and were seen as traitors; they used their positions to cheat their fellow Jews and lined their own pockets at the peoples' expense [2]
- (h) Jesus claimed that he would sit at the right hand of God  
Accept valid alternatives [1]
- (i) Go to all peoples everywhere and make them disciples; baptise in the name of Father, Son and Holy Spirit; teach people to obey every thing Jesus had commanded them to do; wait for the gift of the Holy Spirit [1]

		AVAILABLE MARKS
(j)	Despite being forgiven by the king, the servant had failed to forgive a fellow servant [1]	
(k) (i)	The seeds soon sprouted. Because the soil wasn't deep, when the sun came up it burnt the plants because they lacked moisture; lacked roots [1]	
(ii)	People who receive the message gladly, but cannot withstand trouble or persecution [1]	
(l)	Candidates may include some of the following points: <ul style="list-style-type: none"> <li>• Jesus cared for all nationalities (Jews and Samaritans) and Christians should help any nationality</li> <li>• outcasts in society should not be neglected</li> <li>• the need to be thankful for what we have [2]</li> </ul>	
(m)	Candidates may include the following events in their answer: <ul style="list-style-type: none"> <li>• Jesus criticised the synagogue official over his comments about healing on the Sabbath (Luke Ch 13 v 10–17)</li> <li>• comments Jesus made in relation to prayer (Matthew Ch 6 v 5–15)</li> </ul> Answers need to show understanding as well as some knowledge [5]	30
2 (a)	Relevant passage in Matthew Ch 27 v 27–50. Mark in levels according to the degree of accurate knowledge given in the answer [10]	
(b)	Candidates may include some of the following points: <ul style="list-style-type: none"> <li>• they were losing their leader, who had shared his ministry with them for the past three years</li> <li>• with Jesus being put to death, would they as followers experience the same fate?</li> <li>• when they thought about what had happened in the garden of Gethsemane and at Caiaphas' house, they may have felt emotionally drained and angry with themselves that they had not done more to stop it happening</li> <li>• disappointment in that Jesus was not the military Messiah who would overthrow their enemies. The excitement and anticipation of the entry into Jerusalem had ended in defeat and depression</li> <li>• anger with themselves in that they had not heeded what Jesus had told them about future events in his life [10]</li> </ul>	
(c)	Candidates may include some of the following points: <ul style="list-style-type: none"> <li>• the resurrection is the crux to the Christian faith; there would be no Christianity if Jesus had not risen from the dead</li> <li>• need to believe in the resurrection to have the hope of eternal life</li> <li>• Christians need to believe equally in the importance of death as a sacrifice for sin. Salvation comes from God's grace shown in Jesus' death and also by doing good works</li> <li>• Christianity is not just about believing, it is also about doing things and showing faith through following the lifestyle of Jesus [10]</li> </ul>	30

- 3 (a) Mark in levels depending on the depth and accuracy of the description of a communion service [10]
- (b) Candidates may include some of the following points:
- everyone has the opportunity to share from the same bread and wine which have been blessed
  - in some traditions like the Church of Ireland the people kneel side by side at the communion rails, creating the feeling of togetherness regardless of their standing in the community
  - the words of the service emphasise the idea that everyone is fulfilling a command given by Jesus
  - in some traditions the bread is passed from one person to the next and they each take a portion from the bread
  - the use of a common cup or chalice, which everyone drinks from
  - during the blessing of the bread and wine everyone should be focused on the altar or communion table creating a sense of togetherness
  - it reenacts a special meal and meals are usually an occasion when people come together as family or friends [5]
- (c) Candidates may include some of the following points:
- giving thanks to God that he allowed his son to die so that people could have salvation
  - giving thanks for Jesus that he allowed his body to be broken and his blood shed for mankind
  - in the service the congregation thank God for feeding them with the spiritual food of the body and blood of Christ
  - thanksgiving not only for the death of Jesus but also his resurrection, ascension and the promise of the coming of his kingdom [5]
- (d) Candidates may include some of the following points:
- Jesus taught and set an example of how people should love their neighbour and he expects his followers to do likewise
  - Jesus taught that as well as loving our neighbour we need to love God first
  - loving others is an expression of faith, and there are many people who need practical help
  - church services can help people in the development of their faith; the content of worship through Bible reading and sermons can help people to apply these to everyday living
  - worship creates fellowship and a sense of belonging and can help Christians grow in their faith
  - attending services is a way of glorifying God and that is an important aspect of their faith [10]

- 4 (a) Candidates may include some of the following points:
- circular stresses the equal importance of all people who worship there and fellowship is a vital part of the worship
  - cruciform is cross-shaped and this design highlights the centrality of Jesus' death upon the cross for the Christian faith
  - barn style is rectangular and allows the eye to be drawn to the front of the church where the pulpit takes central stage. The pulpit emphasises 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
  - the church with a spire is a reminder that it points to God in prayer
  - the design and architecture may also reflect the time when it was built, e.g. in the case of cathedrals some have a classical style suggesting grandeur, with a Gothic style conveying mystery and holiness
- [10]
- (b) Candidates may include some of the following points:
- furnishings vary in position because it is linked to what a denomination see as the central features in their worship
  - in relation to baptism, the Church of Ireland believe it is an entry into the faith and so the font is placed at the door or entrance to the church. For Baptists it is a central feature and a sign of personal commitment and the baptistry is at the front of the church
  - in Presbyterianism the focus is in the hearing of the Word of God and so the pulpit is the dominant central feature
  - for Roman Catholics and Church of Ireland the sacrament of communion is a very important aspect of worship. As a result the communion table/altar dominates at the front of the church and is visible for all to see
- [5]
- (c) Candidates may include some of the following points:
- replace wooden pews with more comfortable soft seats to create a more comfortable and relaxing atmosphere
  - chairs can be easily moved to create a space for drama as a means of communicating the gospel message
  - greater emphasis on IT and the use of visuals because people live in a visual society
  - creation of space to provide refreshments to encourage fellowship and a more relaxed atmosphere
  - buildings have been adapted to serve the dual role of worship as well as being used for other community events
  - brighter decor with plenty of modern banners with the message of the Bible
  - remove large pulpits and ornate furnishings and replace them with plain furnishings
- [5]

- (d) Candidates may include some of the following points:
- churches have failed to create a welcoming atmosphere
  - some have not adapted their buildings to suit the needs of the community. They appear drab and dingy compared with some of the other public venues in the area
  - churches have tried but people have less and less interest or time for religion and only see the church as a place for baptisms, marriages and funerals
  - some have adapted their premises, created new accommodation to house modern IT material to attract the youth; or developed restaurants to bring people in
  - the activities they offer, outside church worship, do not appeal to the needs of today's society. Successful ones offer mother/toddler clubs, senior citizens lunches and societies. They show that they still have a key role to play in the community
- [10]

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- 5 (a) Mark in levels depending on the accuracy and detail given. Candidates may include the introduction and declaration of the reason for Christian marriage; hymns, bible reading and sermons; vows; exchange of rings; warning; pronouncement and the signing of the register
- [10]

- (b) Candidates may include some of the following points:
- the church is a holy or sacred building dedicated to God and they want to make their vows to each other in God's building
  - the fact that they made these vows to God as well as to each other, will be a stronger motivation to keep them the rest of their lives
  - it is the traditional thing to do
  - pressure from family
  - if they are Christians, it would be the right thing to do
- [5]

- (c) Candidates may include some of the following points:
- they do not want to upset their parents who may object to a relationship with someone from another faith
  - there may be difficulties if they marry someone from a different tradition, e.g. will they find it difficult to find a place to live where they will feel safe
  - if they come from different faiths or traditions and are serious about their faith, can they agree on a place to worship on a regular basis
  - if they plan to marry and have a family it may raise issues in the future and in relation to spiritual, social and educational development of children
- [5]



- (d) Candidates may include some of the following points:
- religious friends would have similar interests in relation to religious matters and they can encourage each other in their spiritual development
  - non-religious friends may have very different standards on moral issues and put those with religious beliefs under pressure to deviate from what they know to be right and lead them into temptation
  - those with no religious beliefs would bring a greater variety to their lives and they may have interests in sport or leisure activities that they can share together
  - if they have no non-religious friends they miss the opportunity to witness for their faith and to bring a Christian perspective to activities they do together
- [5]

- (e) Candidates may include some of the following points:
- they can remain faithful if they take the vows they made before God very seriously and are determined to work through any problems that may arise in their marriage
  - they have the support of the church community to help them and they can turn to outside agencies like Relate
  - they can succeed if they display the qualities of openness, honesty, faithfulness and a genuine love for each other
  - it is harder to achieve this because there are so many pressures on marriages, e.g. high expectations, pressures of rearing children, financial difficulties
  - divorce and adultery appear to be commonplace as the media highlights the difficulties faced by well known personalities. There may be the temptation not to work at a marriage
- [5]

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- 6 (a) Candidates may include some of the following points:
- an opportunity to fulfil their vocation
  - to use their God given talents in the service of others. An opportunity to love your neighbour and fulfil God's command
  - to bring glory to God by the way they go about their work
  - social interaction and the opportunity to develop new relationships outside the family
  - brings fulfilment and satisfaction by providing a sense of identity, a role within society and a chance to help others, especially when a job is well done
  - to earn money to provide for the basic necessities of life for themselves and their family. To provide money for leisure activities
  - to develop skills and achieve a sense of purpose in life, rather than being bored and demotivated
- [10]



- (b) Candidates may include some of the following points:
- a need for a balance to life and to be able to unwind from the pressures of work
  - want time to develop in other areas, e.g. physically through the playing of sport; socially by going out with others to relax and enjoy themselves; spiritually by being able to study the Bible, pray and attend church; intellectually by finding time to read, visiting the theatre
  - social factors in building friendships just as Jesus did by taking time off to spend with his closest friends
  - Christians recognise that life is a gift from God and should be enjoyed and leisure time can create opportunities to achieve this [5]
- (c) Candidates may include some of the following points:
- some may feel displeased because they like to wear a religious emblem to let others know about their faith and they feel that in wearing it God is with them
  - wearing a religious emblem may cause conflict and discrimination; some employees may make life difficult for others if they realise others have a different faith
  - some employees may wear items related to a sports team; this is allowed so why should religious items not be treated the same?
  - in some faiths, employees will be wearing pieces of clothing which are linked to their beliefs, e.g. turbans; they are being treated differently and it becomes an equality issue [5]
- (d) Candidates may include some of the following points:
- God alone has the right to take life
  - All life is sacred: we are created in the image of God
  - The Bible teaches, “You shall not kill” [5]
- (e) Candidates may include some of the following points:
- Christians take the commandment “Thou shall not kill” very seriously. Doctors may be unhappy about aborting a foetus because it is killing a life
  - they have taken an oath to preserve life and they are breaking it if they agree to abort an unborn baby
  - they may feel that only God can decide when a person lives or dies
  - on the other hand they may believe that abortion is sometimes necessary to save the life of the mother or in the case of rape [5]

AVAILABLE  
MARKS

30

**120**

QWC

6

**Total**

**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



