



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION A**

**UNIT 1 - CHRISTIANITY
4441/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

AO1 Describe, explain and analyse, using knowledge and understanding of the specification content.

AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p>Either: Offers no relevant information or explanation.</p> <p>Or: Makes no link between beliefs and practices.</p>	0
1	<p>Either: An elementary statement of information or explanation which is limited in scope or content.</p> <p>Or: A simple link between beliefs and practices</p>	1
2	<p>Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p>Or: An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p>Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p>Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p>Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p>Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 – 5 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Special Guidance for Examiners

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**GCSE RELIGIOUS STUDIES MARK SCHEME
UNIT 1 CHRISTIANITY**

SUMMER 2016

Q.1 (a) Describe a believer's baptism ceremony.

Reference may be made to:

- For believers, making own choice of faith.
- May be in a baptistery/baptism pool.
- May be in an alternative setting i.e. swimming pool, sea, river.
- Part of a church service.
- Hymns, readings/message.
- A Bible verse may be given to the candidate.
- Conducted by minister or other church member.
- White clothing.
- Personal testimony or public statement of faith.
- Enters the water.
- Full immersion.
- Minister may state the meanings of these symbolic acts, e.g. sin washed away, old life left behind, buried and raised with Christ.
- May leave pool by opposite way to that by which they entered.
- Look for a rounded account.

AO1 [4]

(b) Explain why some Christians are baptised when they are adults.

Reference may be made to:

- They want to publicly show their commitment to Christ.
- They have made their choice to be a Christian.
- To follow Jesus' example.
- To obey the Bible, e.g. "repent and be baptised," Acts 2.
- They belong to a Baptist church (or similar denomination or group).
- They have only come to a Christian faith as an adult.
- They believe baptism is one's own decision.
- Their parents had believed that infant baptism was inappropriate.
- Any acceptable reason for not having been baptised as a child.

AO1 [4]

(c) Explain what Christians believe about the Holy Spirit.

Reference that could be developed include:

- God at work in the world.
- God at work in people.
- A person, not a thing/force.
- Third Person of the Trinity.
- Promised by Jesus.
- Carrying on Jesus's work in the world.
- God's presence in the world.
- God's presence in a believer's life.
- The Comforter.
- Inspired the writers of the Bible
- Inspires believers.
- Guides believers.
- Speaks through our conscience.
- Gives spiritual gifts.
- Inspires the Fruits of the Spirit.

AO1 [4]

**(d) 'Christians should love everyone.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Points made to the AO2 Question (d) Level Descriptor.
Reasons can be for or against the quotation:

Reasons that may be given and expanded include:

- Jesus commanded his followers to love everyone.
- Jesus set the example to follow, e.g. he accepted outcasts that no-one else loved.
- Jesus set no limit, even "love your enemies."
- Jesus forgave even those that crucified him.
- By this they bear witness to Christ.
- Can't love everyone, only those you know.
- Some people treat other so badly or commit such evil, they can't expect to be loved.
- Should try to do good, but can't change how you feel.
- Should love family before others.

AO2 [4]

- (e) **‘Going on pilgrimage is never a waste of time’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer).

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Reference must be made to the AO2 Question (e) Lever Descriptor.
Candidates should be expected to follow the rubric clearly.
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Going on pilgrimage can help people to grow in their faith.
- Pilgrims may find peace and healing.
- Pilgrimage to somewhere like Bethlehem or Jerusalem can make the history of Christianity and the person of Jesus more real.
- They can walk in Jesus' footsteps.
- Pilgrimage shows commitment to God.
- It's a sacrifice of time and money.
- The money would be better spent on the poor.
- There are more important ways to serve God, e.g. charity, family, local church, evangelism.
- The most important 'pilgrimage' for Christians is the life journey to God, making a pilgrimage to a specific place is irrelevant.
- It is not commanded.
- Other things are commanded, e.g. love your neighbour, take communion, make disciples/evangelise.
- God is omnipresent so his presence can be felt anywhere.
- More important to serve God where you are.
- To obtain healing, e.g. at Lourdes.

AO2 [8+5]

Q.2 (a) Describe what happened when Jesus was tempted.

Reference may be made to:

- Fasted 40 days.
- Tempted to turn stones into bread; answered that man shall not live by bread alone.
- Tempted to bow down to the devil to receive the whole world; answered that you shall serve God only.
- Tempted to throw himself from the Temple; answered that you should not put God to the test.
- Answered from scripture.
- Tempted to prove he was the Son of God.

AO1 [4]

(b) Explain how Christians might try to follow the teachings of Jesus.

The Specification makes reference to Jesus' teachings on love and forgiveness, but candidates might make reference to other aspects of his teaching. Any correct reference is acceptable.

Reference may be made to:

- Forgiving those who have wronged them, e.g. as stated in the Lord's Prayer.
- Showing love to others, e.g. being a Good Samaritan, charity, kindness.
- Treating others as we would like to be treated.
- To evangelise, e.g. following the great commission.
- Not seeking revenge, e.g. turning the other cheek, going the extra mile.
- Caring for the needy, outcasts, e.g. visiting the sick, the old, serving at a foodbank etc.
- Praying for others, including enemies.
- Choosing a job/career that serves others, e.g. caring professions, as Jesus fed the hungry and healed the sick.

AO1 [4]

(c) Explain why Christians might celebrate Lent.

Reference may be made to:

- To practise self-discipline.
- To practise resisting temptation.
- To show commitment.
- To show sorrow for sins.
- To prepare for Easter.
- To focus on Christ's suffering and sacrifice.
- To follow the tradition or teaching of your church/ denomination.
- As part of the church year.
- To remember Jesus fasting in the wilderness.

AO1 [4]

**(d) 'People who do wrong should not be forgiven.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer).**

Reference must be made to the AO2 Question (d) Level Descriptor.

Reasons can be for or against the quotation.

Reasons that may be given and expanded include:

Reasons that could be discussed include:

- Christianity teaches that Christians must forgive 70 times 7.
- Jesus asked to forgive those who crucified him.
- In the Lord's Prayer, it says to forgive as we are forgiven by God.
- Christians are taught to love enemies.
- The need for forgiveness.
- We would all want forgiveness, so "do to other..."
- God is a forgiving Father (e.g. Prodigal Son).
- Some actions seem unforgiveable, so cruel, so devastating.
- Only God can forgive sins.
- Only the victims can forgive.
- Forgiveness is only possible if a sin is acknowledged and forgiveness requested.
- Only if they have repented.
- It makes it too easy, they won't learn.
- People may take advantage.
- People should take responsibility for their actions and accept the consequences.
- Justice is important.

AO2 [4]

- (e) 'It is easy to live as a Christian in Britain.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (e) Level Descriptor.
Candidates should be expected to follow the rubric clearly.
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Reasons that may be given and explained include:

- Many people do not live by Christian values.
- Some Christian values seem out of date.
- Active Christians are in a minority.
- Christians are often ridiculed by non-believers.
- Media often appears to mock faith.
- The media sometimes portrays Christianity negatively.
- Commitment is often seen as fanaticism.
- Peer pressure makes life difficult for believers, especially young people.
- Scientific advances challenge old certainties.
- Rise of 'Militant' atheism.
- Sunday is no longer a special day, church attendance may be affected.
- Support given by faith community.
- Support in times of difficulty.
- Christianity is still widely practised in the world, religious practices are not out of the ordinary.
- Many people are Christian, so there is support from fellow believers.
- Availability of places of worship.
- Availability of Faith schools.

AO2 [8]

Q.3 (a) Describe how a parent might bring up a child in the Christian faith.

Reference may be made to:

- Have them baptised or dedicated.
- Enrol them in a Sunday School.
- Attend church as a family.
- Encourage them to consider confirmation.
- Teach them to pray.
- Pray as a family, e.g. at mealtimes.
- Teach them charitable giving.
- Teach them morals.
- Give them a Children's Bible.
- Ensure festivals maintain faith content.

AO1 [4]

(b) Explain how a church or chapel can support a Christian family.

Reference may be made to:

- Can be their family church.
- Family services.
- Pastoral support.
- Teaching and advice.
- Role models for the children.
- Sunday School, Youth Club.
- Mother and Toddler groups.
- Celebrations such as baptism, confirmation.
- Counselling in difficulties.
- Practical support, e.g. baby-sitting.
- Prayer support.

AO1 [4]

(c) Explain why many Christians do not approve of adultery.

Reference may be made to the following attitudes:

- Christianity teaches that adultery is a sin.
- Christianity teaches that adultery is against God's will.
- Adultery breaks the Ten Commandments, 'Do not commit adultery.'
- Christianity teaches that adultery breaks the marriage vows about faithfulness and exclusivity.
- It can destroy the trust that is the basis of marriage.
- It breaks up families.
- Jesus said it is so serious that it can be the grounds for divorce.

AO1 [4]

- (d) 'People are responsible for their own actions.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer).

Reference must be made to the AO2 Question (d) Level Descriptor.

Reasons can be for or against the quotation.

Reasons that may be given and expanded include:

Points that could be discussed include:

- We have free will.
- Suffering results from people's selfish choices.
- God has given laws and guidance for a just world, but people choose to follow them or not.
- God, the Bible, conscience can guide people they ultimately choose.
- God's judgement is based on the assumption of human freedom to choose.
- Because there's no God, only us.
- We are affected by Adam's original sin.
- Some people are affected by mental illness.
- Some people are affected by upbringing or early influences etc.
- God made us the way we are.
- God predestines us.

[AO2 4]

- (e) 'God is an all-loving Father.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (e) Level Descriptor.

Candidates should be expected to follow the rubric clearly.

Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Reasons that may be given and explained include:

- Because it reveals both his care and his discipline.
- Jesus taught it, e.g. "Abba Father..." Mark 14.
- Jesus' words in the Lord's Prayer, "Our Father..."
- Jesus portrays God as such in the Parable of the Prodigal Son.
- It refers to him as the third Person of the Trinity.
- It is stated in the Apostle's Creed, "I believe in one God of the Father Almighty."
- He made humans they are his children.
- The plan of salvation shows it.
- Sending his Son demonstrates it.
- How can he be loving when there is so much suffering in the world.
- A loving Father would end human misery.
- He is other things besides, such as Judge.
- Some question the appropriateness of a solely male image.
- How could an all-loving God exercise ultimate punishment on anyone?
- People who persist in evil should not be loved by God.

AO2 [8]

Q.4 (a) Describe Christian teachings about birth control.

Reference may be made to:

- Purposes of sex (procreative and unitive) which should not be separated.
- Genesis 1 'Go forth and multiply,' which is understood by many in terms of procreation.
- Birth control as a possible encouragement to promiscuity.
- Birth control is approved within marriage (or a permanent relationship).
- Birth control must be a joint decision.
- Biblical teaching speaks of children as God's gift.
- Birth control as a way to remove the stress of unwanted pregnancy from marriage relationships.
- Birth control as a way of planning pregnancies so children can be cared for.
- Birth control as responsible stewardship in a densely populated world.
- Roman Catholic teaching, there is a difference between natural and artificial methods of birth control.
- Papal teaching, *Humanae Vitae*, said sex should always allow for the possibility of procreation.
- Some methods are seen as early abortion.

AO1 [4]

(b) Explain how conscience helps Christians to make important decisions.

Reference may be made to:

- It is an inner voice that shows the right way.
- It will not let rest if we choose the wrong way (a guilty conscience).
- It gives inner conviction.
- It allows them to listen for God's voice to them.
- It allows them to feel at peace about a difficult decision once it has been made.

[AO1 4]

(c) Explain why marriage is important for Christians.

Answers might focus on the institution or the marriage ceremony; both are acceptable.

Reference may be made to:

- Marriage is backed by scripture.
- Marriage is backed by Jesus' teaching, "for this reason a man shall leave his parents..."
- The teaching of Jesus is that marriage is for life, as he seems to rule out divorce.
- Marriage is a sacrament.
- Ideal context for raising children.
- Provides commitment to a partnership.
- Brings lifelong companionship.
- Ideal context for sexual relationship (Paul, "better to marry than to burn...").
- It mirrors Christ's relationship with the Church.
- The marriage ceremony makes a public commitment.
- It is in the presence of the church family.
- Vows are made before God.

AO1 [4]

- (d) 'Christians should celebrate rites of passage in a church or chapel.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (d) Level Descriptor.
Reasons can be for or against the quotation.

Reasons that may be given and explained include:

- It is traditional.
- Vows can be made before God.
- So that God is involved in these key moments of life.
- At these challenging times they seek God's help.
- It lends the occasion solemnity.
- The church or chapel setting emphasises the beliefs being expressed.
- In God's House, so God will bless it.
- Such special occasions should be in the presence of the church family.
- Christians are publicly witnessing to their faith.
- God is omnipresent, so he can be found anywhere.
- Some baptisms are held in natural water sources, e.g. river, sea.
- Some churches don't use a traditional building.
- In some countries it is not possible to attend a place of worship.
- A same sex couple may not be able to have a church or chapel wedding.
- A divorced couple may not be able to have a church or chapel wedding.
- Expect some development in relation to a specific rite of passage in order to award the highest level.

[AO2 4]

- (e) 'Christian views on abortion are out of date.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (e) Level Descriptor.
Candidates should be expected to follow the rubric clearly.
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- God is creator of all life and, therefore, it should be protected.
- The basic human right to life is always relevant.
- 'Do not kill'; The Ten Commandments, they can't be out of date.
- Sanctity of human life arguments.
- Pregnancy is a gift from God.
- The idea that human life begins at conception, science shows this.
- Are known by God as develop in the womb, Psalm 139.
- The idea that personhood begins at some other time, such as birth.
- Right of women to self-determination, women have more rights now.
- Quality of life arguments, society now sees quality of life as important.
- Threats to the life of the woman.
- Consequence of rape.
- Society has changed, more accepting of abortion.
- Can't impose a religious view on a secular society.
- Many Christians are not as strict and make allowances for certain circumstances, they have changed with the times.
- The principle of 'double effect' allows for abortion in some cases.
- Shouldn't be needed now that there is free access to contraception.
- The word of God cannot be out of date.