



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION A**

**UNIT 2 - CHRISTIANITY THROUGH THE GOSPELS
4442/01**

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 2 CHRISTIANITY THROUGH THE GOSPELS**

SUMMER 2015

Q.1 (a) Describe the Last Supper.

Expect answers to refer to the Gospel account: Mark 14: 12-31:

- Setting of the supper
- Jesus foretelling his betrayal by one of his disciples
- Sharing bread and wine
- Jesus foretelling that Peter would deny him three times

AO1 [4]

(b) Explain why Good Friday is important to Christians.

Expect answers to refer to:

- Gives Christians a chance to remember Jesus' crucifixion
- Gives Christians a chance to reflect on the meaning of Jesus' death
- Good Friday celebrates the climax of the Gospel story – the ultimate expression of God's love;
- It is the celebration of salvation;
- Reminds Christians of their responsibilities as followers of Christ

AO1 [4]

(c) Explain how Christians might celebrate the Eucharist/Communion.

Expect candidates to refer to:

- Church or chapel service
- Hymns and reading from the gospel, eucharist prayer
- Sharing of the bread
- Sharing of the wine
- Blessing

AO1 [4]

- (d) **‘The crucifixion does not show God as a loving father.’**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- If God really loved like a father there’s no way he could look at his own son suffering and do nothing
- Good fathers listen to their children when they are in need. God did not listen to Jesus’ pleas on the cross
- God’s love is far greater than an ordinary father
- God’s love is so great he is prepared to sacrifice his own son for others

AO2 [4]

- (e) **‘It is impossible to forgive everyone.’**
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.

Arguments could include:

- Some crimes are beyond forgiveness
- Forgiveness is a very difficult virtue – it goes against human nature which is to seek revenge
- Forgiveness expects the sin to be forgotten which is very difficult
- It is impossible to forgive people who do not repent or seek forgiveness
- Some people do not deserve forgiveness
- Jesus did not teach that forgiveness is for everyone but for everyone who repents
- Forgiveness is part of love and Jesus’ teaching refers to loving everyone
- It is difficult but not impossible – many have succeeded in forgiving the most horrific crimes
- Forgiving is the only way to stop the revenge cycle
- God alone judges our actions
- Forgive 70x7

AO2 [8]+[5]

Q.2 (a) Describe Jesus' meeting with the rich man.

Expect answers to refer to the Gospel account – Mark 10: 17-22:

- Opening question by the rich man on how he would gain eternal life
- Jesus' reference to keeping the commandments
- Rich man's insistence that he has always kept the commandments
- Jesus tells him to sell all that he has and give the money to the poor
- Rich man becomes saddened because he has a lot of possessions

AO1 [4]

(b) Explain why Jesus compared the Kingdom of Heaven to a merchant looking for pearls.

Expect answers to refer mainly to:

- To show that there is a difference between material wealth and spiritual wealth
- To teach that the Kingdom of heaven is the greatest treasure
- To teach that the purpose of life is to attain the Kingdom of Heaven
- To teach that his followers must be prepared to give everything to attain the kingdom

AO1 [4]

(c) Explain how Christians might help the poor.

Answers could refer to:

- Giving to specific charities which help the poor
- Working on behalf of charities
- Voluntary work amongst the poor
- Praying for those in need
- Raising awareness of the plight of the poor

AO1 [4]

- (d) 'Love your neighbour is Christianity's most important teaching.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- Jesus stated that this was the second most important commandment and therefore it could be argued that loving God is the most important commandment
- The only way to love God is to love your neighbour as yourself
- Jesus' teaching is full of references to loving one another
- Jesus' example in the Gospels show him time and time again putting this teaching into action
- Some might argue it is more important to love your enemies

AO2 [4]

- (e) 'There is nothing wrong with being rich.'**
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.)

Credit relevant reasons which might include:

- There is nothing in Jesus' teaching that condemns wealth but rather the use of it
- Wealth is a comparative term – it depends what it is compared to
- It is impossible to have a society without wealth
- People who work hard should have the opportunity to succeed and enjoy their wealth
- Many people use their wealth to help others
- Wealth makes people selfish and that is condemned in Jesus' teaching
- Wealth creates an unjust society
- Some people live to make wealth – it becomes a drug/obsession
- Wealth can become an obstacle to relationship with God
- Many Christian churches/chapels are wealthy – a poor church is of no use in the modern world

AO2 [8]

Q.3 (a) Describe how Jesus calmed the storm.

Expect answers to refer to the Gospel account – Luke 8: 22-25:

- Crossing the sea of Galilee with his disciples
- Jesus going to sleep
- Storm rises - disciples fear for their lives and wake Jesus
- Jesus rebukes the sea and wind
- Disciples reaction

AO1 [4]

(b) Explain why friendship is important to Christians.

Expect answers to refer to:

- Jesus' example in the Gospels – Mary, Martha and Lazarus
- Gives support in times of difficulty
- Friends give comfort and support
- It is one of the main functions of the Christian Church

AO1 [4]

(c) Explain the challenges of being a Christian in Britain today.

Answers could refer to:

- Christians are in a minority and there is a possibility that Christian beliefs and practices could be ridiculed by non-believers
- Traditional values of Christianity not followed in society
- Christianity and Christians negatively portrayed by the media
- Secularisation. Religion is seen as irrelevant by many people
- Challenges from science/scientists to fundamental Christian beliefs

AO1 [4]

- (d) 'The Gospels prove that Jesus is the Son of God.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- His birth clearly proves this because Christians believe his birth was miraculous and was God becoming human
- Other events in the Gospels where God recognises him as his son – baptism, transfiguration, crucifixion
- Miracles are also evidence of his divine power
- It is not possible to empirically prove any of these supernatural events in the life of Jesus
- Gospels were written by his followers and as such could be challenged as dependable evidence
- Many would say that the Gospels show him to be a good man and no more

AO2 [4]

- (e) 'Jesus is an excellent example to follow.'**
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.)

Arguments could include:

- Jesus teaches how to love our neighbours and enemies
- Jesus teaches to help those in need
- Jesus teaches to put the need of others before ourselves – not to be selfish
- Jesus teaches that people's need come before rules and traditions
- Jesus was the Son of God and is not really a relevant role-model to ordinary people
- People do not have the power that Jesus had
- Some would argue that someone from the first century cannot be a role-model in the twenty first century

AO2 [8]

Q.4 (a) Describe Jesus' sending out of the Twelve Disciples.

Expect answers to refer to the Gospel account Luke 9: 1-6:

- Authority to heal and preach the Kingdom of God
- Not to take any possessions
- To rely entirely on welcome
- To warn those who refuse to accept them

AO1 [4]

(b) Explain how the Gospels are used by Christians.

Expect answers to refer to:

- Source of information about Jesus' life
- They are a record of Jesus' teaching
- They give guidance on how to live
- Give guidance on ethical and spiritual matters
- Source of strength and comfort
- Used in worship
- Used in study groups

AO1 [4]

(c) Explain what Jesus taught about honesty.

Expect answers to be based on Matthew 5: 33-37

- Jesus' teachings on the taking of oaths
- Yes to mean yes
- No to mean no
- Dishonesty the work of the devil

AO1 [4]

- (d) **'Good should not be done secretly.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- Good actions are a way of showing Christian identity
- Good actions show faith in action
- Charities need publicity to succeed
- Seeing good in action influences people to do the same
- Christians should not do good for personal praise
- It is the action and its consequences that is important and not the one who performs the action
- Jesus' teaching is not to do good in public
- The reason for the action is as important as the action itself

AO2 [4]

- (e) **'Sunday is just another day'**
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.)

Arguments could include:

- Shops etc. open on Sunday
- Many sporting events held on Sunday
- Many people work on Sunday
- Many Christians believe Sunday is special
- It is a day that should be set aside for worship
- Many believe in the importance of a day of rest

AO2 [8]