

GCSE
RELIGIOUS STUDIES
8062/13

CHRISTIANITY

Mark scheme

Additional specimen

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

01 BELIEFS

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of the following is the idea that God is three-in-one?</p> <p>A Atonement. B Incarnation. C Salvation. D Trinity.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Trinity.</p>	1
01	2	<p>Give two reasons why the disciples believed Jesus was alive after his resurrection.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>They saw him/he spoke to them/the tomb was empty/he ate with them/ it was the fulfilment of prophecy etc.</p>	2

01	3	<p>Explain two ways in which the belief that God is just influences Christians today.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • it influences them to try and be fair towards others/this is because they believe God loves them and is fair to them too/they have experienced the justice of God so they want others to experience it, etc • it influences them to try to bring about justice in the world/this is because God cares about justice/they will try to end injustice, etc • they believe that God is pleased with people who are just and fair like him/so they will try to develop this quality/God sets them an example to follow, etc. 	4
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01	4	<p>Explain two Christian teachings about the means of salvation.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the law of God shows Christians how to live/the Ten Commandments teach God's way, how to avoid sin and how to live a good life/if people could keep God's law they would get the most out of life. Exodus 20 etc • the grace of God makes it possible for Christians to be forgiven and make a new start/God sent Jesus as a Saviour, to die for the sins of everyone/to offer them the chance to turn away from their sins and follow him. Romans 10: 9–11, Ephesians 2:5, I Timothy 1: 15–16, etc • the Spirit of God gives Christians the power to keep his law/the Holy Spirit lives in Christians and makes them gradually more like Jesus/in this way Christians become the sons and daughters of God/they are part of his family. Galatians 4: 6–7, Romans 8: 3–4, etc. 	5
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01	5	<p>‘The Bible tells Christians all they need to know about God’s creation.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • Genesis 1 shows how God is the Creator and that he created light simply by his word/this is all they need to know/God creates just by speaking/there was no effort involved • the Bible tells people why the world was created/science does not answer ultimate questions/this helps people understand their 																			

	<p>purpose</p> <ul style="list-style-type: none"> • other views about how the world was created have not been proved/only the Bible has authority because it is God's word/so this is all Christians need to know, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the stories of creation in the Bible are more like poetry and myth/ they do not give a scientific account of how everything began/for this Christians need to consider scientific research • the Big Bang Theory and the theory of evolution have lots of support from scientists and some of them are Christians/these views help Christians to understand how God created everything/ the Bible does not tell Christians this so they need more than the Bible • the Bible was written a long time ago/it does not contain up-to-date knowledge about the universe and biology/if Christians depend completely on the Bible they will not understand God's creation very well, etc. <p>SPaG 3 marks</p>	
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02 PRACTICES

Qu	Part	Marking guidance	Total marks
02	1	<p>Which one of the following is not a way that Christians celebrate the festival of Easter?</p> <p>A A nativity play. B A sunrise service. C Lighting the Paschal candle. D Painting eggs.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A A nativity play.</p>	1
02	2	<p>Give two ways in which Christian churches respond to persecution.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Pray for themselves and others being persecuted/try to help the persecuted Christians get out of the country/send practical help eg food, money etc, to help them carry on living/put pressure on international bodies to help bring an end to the persecution/try to continue with their faith in quiet, unobtrusive ways, without drawing attention to themselves or other Christians, etc.</p>	2

02	3	<p>Explain two contrasting examples of Christian pilgrimage.</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting example Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting example Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • pilgrimage to Lourdes: pilgrims go because of the miracles that happened there/some pray for a miracle in their own life, eg to be healed/those who are too ill to walk have to be taken by special ambulances and have helpers to accompany them/there are usually large crowds/the basilica is huge and a large number attend the services there/many people also visit the grotto where Mary appeared to St. Bernadette, etc • pilgrimage to Iona: it is a small island which is quiet and peaceful/pilgrims go there for many different reasons, some of them personal/they spend time praying and studying the Bible together in the quietness/it is easy for them to be alone if they want to, even if they go there with a group/it does not get crowded except in some of the old buildings which people like to visit/they like to remember the saints of the past who lived and prayed there, eg St Columba, etc • pilgrimage to Lindisfarne: they can walk across from the mainland when the tide is out/or go by car or bus across the causeway/they can visit the ruins of the monastery built on the site associated with St Cuthbert/they can stay in a special retreat centre, 'What you have heard from me before many witnesses, entrust to faithful men who will be able to teach others also' etc • pilgrimage to the Holy Land: here they can visit the holy places associated with Jesus/they can take part in the special celebrations at Christmas, Good Friday and Easter, etc • pilgrimage to Santiago de Compostela: it involves many days of walking/the climax is visiting what is believed to be the burial place of St James, etc. 	4
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02	4	<p>Explain two ways in which a worldwide Christian relief organisation carries out its mission overseas.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the organisation may care for victims of a natural disaster/they may help them re-build their communities/provide food, water, medicines, temporary shelters/comfort them in their time of need. Matthew 25: 35–36 etc • the organisation may work with a community to make them stronger to face future problems/they may teach them new skills, how to look after themselves/they may provide money to start-up small businesses/they may build a school for the children or teach the adults better healthcare. Mark 12:31 etc • the organisation may fight against injustice or provide a fairer way of doing things/they free people from slavery, poor working conditions, exploitation/they encourage people to work together and share profits/they put pressure on governments to implement change. Luke 4: 18–19, Gaudium et Spes: 26, etc. 	5
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02	5	<p>'Private worship has more meaning for a Christian than public worship.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • an individual Christian can choose how he or she wants to worship in private/whereas in public worship they have to follow what everyone else is saying and doing/this has more meaning because they can put their heart and soul into it 																			

		<ul style="list-style-type: none"> • it has more meaning because a Christian cannot pretend/or just copy everyone else when they worship in private/it is likely to be real worship • Jesus told his disciples to pray in private because God would see them/and they wouldn't be tempted to show off/it will have more meaning because they are following Jesus' teaching, etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • Christians will feel supported by others when they worship in public / this has just as much (or more) meaning because they are part of a community / they may struggle to worship on their own. • In private worship Christians may not know what to do or say / but in public worship there will be someone to lead them / this makes sure the worship has meaning. • Christians need both private and public worship because each has a different meaning / e.g. feeling close to God but also part of God's people / one does not have more meaning than the other, etc. 	
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