



GCSE

Religious studies A

8062/13-Paper 1:Christianity

Mark scheme

June 2018

Version/Stage: 1.0 Final

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 Lead 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

0 1 Christianity: Beliefs

0 1 . 1 Which one of the following describes the meaning of the word 'omnipotent'?
[1 mark]

- A All-loving
- B All-powerful
- C Just
- D Creator

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B: All-powerful

0 1 . 2 Give two Christian teachings about original sin.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

- Original sin means the first sin of Adam and Eve.
- They disobeyed God by eating fruit from the forbidden tree.
- That knowledge concerns sexual awareness / the sexual act.
- Eating the fruit made them aware of their own sinful act.
- The result is separation from God.
- Another result is death.
- Humans are now born with a built-in tendency to sin.
- Jesus' death atoned for original sin, etc.

0 1 . 3 Explain two ways in which Jesus' crucifixion influences Christians today.
[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- Jesus' crucifixion was predicted by scripture / Christians believe that the crucifixion fulfilled scripture / which influences them to rely on scripture and to obey its commands.
- Jesus forgave the guards who crucified him / so Christians can look forward to forgiveness for their own sins.
- Jesus promised the repentant sinner that the man would be with him in Paradise / so Christians are encouraged to believe in and look forward to life after death.
- The Roman centurion said, 'Surely this man was the Son of God' / so Christians can believe that Jesus was the Son of God.
- Jesus experienced great suffering, spiritual and emotional / together with a feeling of absolute desolation and isolation / Knowing this, those who suffer in these kinds of ways will be better able to bear their suffering.
- Christians may be led to a deeper commitment / eg to worship.
- Some might be influenced to follow Christian teachings, etc.

0 1 . 4 Explain two Christian teachings about the incarnation.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- The incarnation of Jesus is the teaching that Jesus is God made flesh / God in human form: John 1:14.
- Jesus was fully God and fully human / He was God the Son, and part of the Trinity.
- God was incarnated as Jesus / for around 30 years.
- Two of the Gospels explain that the incarnation was brought about by God's power / rather than by the normal means of sexual reproduction.
- The fact that Jesus was fully human / means that he was able to suffer / and these two ideas are together in the (Nicene) Creed: Jesus became incarnate from the Virgin Mary / and for our sake he suffered and was buried.
- Textual references: eg the appearance of the angel to Mary (Luke 1:26-38) / and to Joseph in Matthew (1:20-21).
- Jesus' incarnation means that he was able to understand what it is like to be fully human / eg the misery of human suffering.
- The incarnation shows how much God loved the world and human beings, etc.

0 1 . 5 ‘A loving God would not send anyone to hell.’

Evaluate this statement.

In your answer you should:

- 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.**

[12 marks]

[Plus SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- The Bible insists that God is loving / eg John 15:9: ‘God so loved the world that he gave his only begotten son so that those who believe in him should not perish but have everlasting life / This kind of love would not include hell.
- God is a fair judge / a fair judge would not sentence anybody to pain and torment / so God would not send anybody to hell.
- Eternal punishment would be pointless and unloving / so God would not do anything that is

pointless.

- Some Christians are universalists / and argue that everyone will eventually respond to God's love / repenting and being forgiven for the sins they may have committed, etc.

Arguments in support of other views

- The Bible refers to hell as a real place / a place of fire and torment / In the Parable of the Sheep and the Goats, it says that those who do not look after others will depart into eternal punishment / God's love therefore includes hell.
- Some will understand hell as separation from God / or as a person's state of mind / where they punish themselves for their own misdeeds / This idea of hell does not mean that God is unloving.
- Some will argue that hell is an invention used by Christians (and others) / it is a threat of punishment in order to make sure that people follow Christian teachings / Alternatively, there is no God to send anybody to hell in the first place.
- God gives free will / so the choice is for people to make / so God has to accept the choice of some to reject him, etc.

[Plus SPaG 3 marks]

0 2 Christianity: Practices

0 2 . 1 Which one of the following is not part of the celebration of Christmas? **[1 mark]**

- A** Nativity play
- B** Midnight Mass
- C** Lighting the Paschal candle
- D** Exchanging gifts

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C: Lighting the Paschal candle

0 2 . 2 Give two ways in which Christians might show their commitment to Church growth. **[2 marks]**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

- Some might join the Church Army to help people find faith.
- Some might work for the vulnerable and marginalised people in society / to bring them into the Church.
- Some might serve in Mission, especially in areas where Christianity is under attack.
- Some might join the Ichthus Fellowship, which offers evangelical worship.
- Some might join Fresh Expressions in order to engage with people who might not otherwise think of going to church.
- Some might show their commitment by talking to people about their faith, inviting them to special events and services.
- Some might give money to the Church / pay tithes / give to charity, etc.

0 2 . 3 Explain two contrasting examples of Christian worship.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting example

Simple explanation of a relevant and accurate contrast– 1 mark
Detailed explanation of a relevant and accurate contrast– 2 marks

Second contrasting example

Simple explanation of a relevant and accurate contrast– 1 mark
Detailed explanation of a relevant and accurate contrast– 2 marks

Note: If similar beliefs are given, only **one** of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

- Liturgical forms of worship follow the same set pattern every time / non-liturgical worship has no set form or ritual.
- Liturgical worship is led by a priest, who leads the congregation in prayer (for example) / whereas non-liturgical worship may have an appointed leader or no leader at all.
- Liturgical worship uses set biblical passages (so for example the sermon is usually taken from a specific text) / non-liturgical worship may focus entirely on scripture as the 'word' / scriptural passages may be used as the basis for meditation or for informal extempore prayer.
- In liturgical worship, the priest may perform symbolic actions such as those associated with the ritual of the Eucharist / non-liturgical worship may be less structured and symbolic, being charismatic, free-flowing and 'Spirit-led'.
- Quaker worship is often silent / in contrast to charismatic worship or liturgical worship, where worshippers might exercise the spiritual gift of speaking in tongues.
- Private worship might focus on prayer and meditation / contrasting (for example) with worship in the family through saying grace at meals / having bedtime prayer with children / and by Bible study in small groups.
- Private worship which may involve only one individual and no set form of worship may be contrasted with public worship involving people joining together as a community and often a set order, etc.

0 2 . 4 Explain two ways in which the worldwide Church works for reconciliation.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way

Simple explanation of a relevant and accurate way – 1 mark
Detailed explanation of a relevant and accurate way – 2 marks

Second way

Simple explanation of a relevant and accurate way – 1 mark
Detailed explanation of a relevant and accurate way – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- The worldwide Church aims to follow the example of Jesus in restoring the relationship between God and humanity / for example in South Africa, Archbishop Desmond Tutu has spent most of his life trying to reconcile the black and white communities, following decades of racial discrimination / Some Christians in this situation opened themselves up the possibility of death / In John 15:12-14, Jesus says: 'Greater love has no one than this; that one lay down his life for his friends. You are my friends if you do what I command.'
- Reconciliation might be needed between different sections within the Church / eg between Catholics and Protestants in Northern Ireland / The Irish Churches Peace Project aims to reconcile these differences / Forgiveness is important in such situations / and forgiveness is at the centre of the Lord's Prayer ('forgive us our sins, for we ourselves forgive everyone indebted to us.' (Luke 11:4) / The Corrymeela Community aims to bring about reconciliation in Northern Ireland by healing religious and political divisions in the community.
- Reconciliation after war is particularly important / for example local Christians in Coventry aimed at forgiving the Germans for their bombing of the city and the cathedral / and the rebuilt cathedral now stands as a world centre for reconciliation / The Cross of Nails in the centre of the altar cross is a reminder of the crucifixion of Jesus in the Gospels / and of the Christian belief that Jesus died in order to reconcile God with humanity (eg Colossians 1:19-20), etc.
- Reconciliation may involve 'making things better', for example after war: eg restoring food supplies / establishing justice and equality (Oscar Romero) / removing the distinctions between rich and poor. Reconciliation can also involve: the operation of worldwide charities such as Tearfund, which aids those who are being persecuted, eg refugees in Southern Sudan fleeing civil war.

0 2 . 5 'Infant baptism is not as important as believers' baptism.'

Evaluate this statement.

In your answer you should:

- 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.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Baptism is meant to wash away a person's sins / Infants are too young to have sins / so the ritual of infant baptism is less important than the informed consent of believers' baptism.
- Baptism should be a personal decision to become a member of the Christian Church / Infants are not capable of taking personal decisions / which lessens its importance by comparison with a believer's decision to be baptised.
- Jesus was an adult when baptised / so Christians have no obvious obligation to be baptised

as infants, etc.

Arguments in support of other views

- Everyone descends from Adam / and so everyone inherits Adam's sin through seminal identity / so this sin needs to be removed as soon as possible by the actions of the Church in baptising infants / Infant baptism is therefore necessary to do this.
- Everyone has a tendency to sin / so everyone needs salvation / including infants / Baptism then brings the infant into the Church as early as possible / so the child has the support of the entire Christian community.
- The gifts of the Holy Spirit / allow an infant to grow up in God's love, etc.