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# GCSE RELIGIOUS STUDIES A 8062/13

Paper 1: Christianity

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Mark scheme

June 2019

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Version: 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 Examiner.

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](http://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**

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**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:

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

**0 1** Christianity: Beliefs

**0 1**. **1** Which one of the following is not a means of salvation?

[1 mark]

- A Law
- B Grace
- C Sin
- D Spirit

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

Answer: C: Sin

**0 1**. **2** Give two Christian beliefs about Jesus' Ascension.

[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:**

- Jesus rose / was carried up into heaven / Jesus met with God in heaven.
- It took place in Bethany.
- It happened 40 days after the resurrection.
- A cloud received Jesus.
- It marked the end of Jesus' life on earth.
- Two men appeared in white robes.
- The two men told the disciples that just as they had seen Jesus ascend to heaven / he would return to earth in the same way.
- It was the point at which the disciples began to worship Jesus.
- At this point the disciples became joyful / were no longer sad.
- Jesus also told the disciples about the gift of the Holy Spirit.
- It showed the truth of Jesus' promises, eg about heaven / proved Jesus was right.
- Jesus' disciples were present.
- Jesus rose to heaven so Christians can too, etc.

**0 1 . 3** Explain two ways in which belief in the Trinity 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:**

- As the Father, God is loving / so Christians may feel loved / so should love others / for example by giving to charity.
- As the Son, God was incarnate / lived and died among humans / so Christians know that God can understand them / can feel pain and misery like we do / so Christians can pray to God for help / they might be influenced to become doctors or nurses.
- As the Spirit, God is a source of spiritual strength / so Christians can feel the Spirit at work in their lives / this strengthens and supports them.
- The Trinity is a mystery / so Christians can accept that there are things that they cannot know about God.
- The Trinity explains many things in the Bible / so Christians can understand events like the voice from heaven at Jesus' baptism / also they can understand the importance of the Trinity for baptism / in the name of the Father, Son & Spirit.
- Believing that God is Father may influence some to become good fathers.
- For some, the idea of three persons in one confuses them, because it is difficult to understand, etc.

**0 1 . 4** Explain two Christian beliefs about the causes of sin.

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 belief**

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

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 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:**

- Sin can be caused by many things, particularly the mind, eg: lust (Matthew 5:28 – ‘Everyone who looks at a woman lustfully has already committed adultery in his heart’) / greed/love of money (Luke 16, the unjust steward) / love of material things (Luke 16:13 – ‘You cannot serve both God and worldly things’) / violence (Matthew 5:39 – ‘Do not resist one who is evil – if any one strikes you on the right cheek, turn the other cheek to him also’ / repeated sin (Jesus in John 8:34: ‘Whoever commits sin is a slave to sin’), etc.
- Some believe that Satan / the Devil causes people to sin / tempts people to sin, eg the temptations of Jesus (Luke 4:1–13), where Jesus is tempted by such things as bodily hunger and promises of worldly power.
- Also, some understand ‘lead us not into temptation’ in the Lord’s Prayer (Matthew 6:13) to mean, ‘Do not let us be tempted to sin by others, by ourselves, or by Satan’.
- Some Christians believe the story in the Book of Genesis, where sin originated in the Garden of Eden / when humans disobeyed God / ate the forbidden fruit / thought they could be like God.
- Some think that all humans inherit the ‘original’ sin of Adam & Eve / some understand Jesus’ forgiveness of the sins of the paralysed man (Mark 2:1–12) in this light.
- Some believe that God causes sin / because as the Creator God is responsible for everything that exists / God made humans imperfect / God gave us free will / so for these reasons humans sin.
- Sin can be caused by separation from God / eg Adam and Eve were punished by being thrown out of the Garden.
- Credit wider social causes of sin, such as poverty, upbringing, addiction, etc.

**0 1 . 5** ‘God cannot be loving because people suffer.’

**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]**  
**[SPaG 3 marks]**

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

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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**

- Christians believe that God is all-loving / a loving God would want to stop all suffering, and has the power to stop suffering, so suffering should not exist.
- If God is loving God would know that humans are weak, and would end suffering.
- This applies to life after death as well – an all-loving and just God would not allow people to suffer after they die / but the Bible teaches that hell is real / eg in the Parable of the Sheep and the Goats.
- Most natural disasters are not caused by anything done by humans and animals / so God should take control of disasters such as earthquakes, volcanic eruptions and floods, etc.
- God created humans, so why would a loving God create people to suffer?

- It is not just that God allows suffering / the extent of suffering is huge, eg those who are victims of crimes such as rape, murder, arson, theft / why would a loving God allow so much suffering? etc.

**Arguments in support of other views**

- Humans are responsible for what they do to others / so a lot of suffering is caused by ourselves, and not by God (references to Genesis – humanity being expelled from Eden for disobeying God).
- Having free will means that humanity must have the power and the choice to reject the moral rules in the Bible and cause other people to suffer.
- Despite being all-powerful, God himself suffered on the cross, so if God can suffer, so can we / perhaps God is all-loving but is not all-powerful.
- By suffering on the cross for human salvation, Jesus atoned for human sins in order to release/redeem humanity from suffering and sin: eg John 3:16: ‘God so loved the world that he gave his only Son so that those who believe in him should not perish ...’
- One answer to suffering is prayer / as in the Parable of the Unjust Judge (Luke 18:1–8).
- Love does not exclude suffering / parents discipline their children through love, to make them better people / doctors can inflict pain on their patients to cure their illnesses.
- A world without suffering would be a toy world / we have to learn through suffering, etc.
- Some see suffering as a test of faith, following which God will reward them with eternal life.
- Suffering is needed as a balance, to appreciate the good / without bad, good cannot be recognised / suffering teaches us to look after the world.
- Our response to suffering is important, eg Jesus from the cross: ‘Forgive them, for they know not what they do.’ (Luke 23:34), etc.

**[Plus SPaG 3 marks]**

**0 2** Christianity: Practices

**0 2**. **1** Which one of the following is a form of private worship?

[1 mark]

- A Praying alone
- B Singing hymns in church
- C Giving a sermon
- D Sharing the peace

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

Answer: A: Praying alone.

**0 2**. **2** Give two ways in which the Church helps Christians to respond to persecution.

[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 will be taught to react with forgiveness and love / so they might decide to love their enemies.
- Some will be helped simply to trust God / believe that there is a reason for the persecution / believe that things will turn out to be for the best in the end.
- Some will be encouraged to respond to large-scale persecution, eg James & Stephen Smith set up the Aegis Trust to prevent genocides/atrocities such as that in Rwanda / also eg Open Doors, which supports persecuted Christians worldwide / the Barnabus Fund helps Christians cope with discrimination and persecution.
- Some might be helped (for example) to be pacifist (because they believe that Jesus commanded it) / they might follow Jesus' example.
- Some will be encouraged to pray / to read the Bible / to contribute financially to help persecuted people / to support charities and pressure groups resisting persecution, etc.

**0 2 . 3** Explain two contrasting examples of the work of the Church in the local community.

[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

If similar ways are given, only one of them may be credited up to 2 marks.

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

- Some Christians will help people with spiritual needs in the community, for example those who feel abandoned by society / others will help with their physical needs, for example those who have insufficient food/money to maintain themselves and their families.
- Some will work with food banks by collecting and distributing food / others will give money or pay a tithe to help buy what is needed.
- Some will bring emergency help, for example to those who are injured in fights at pubs or clubs / others, such as street pastors, will target both the spiritual and physical needs of those who are at risk in the streets.
- The Salvation Army provides hostels for the homeless / others will provide soup and food parcels to those who sleep on the streets.
- The St Vincent de Paul Society helps refugees, released prisoners, the disabled and the mentally ill / some specifically target the needs of immigrants, particularly those with language difficulties.
- Some will pray for the local community as a whole / other groups will use churches as a centre for offering food, companionship and help of different kinds.
- The Church provides a base for the community just for rites of passage, weddings, funerals, christenings / for others the Church provides a family for those who are alone, etc.

**0 2 . 4** Explain two reasons why celebrating Holy Communion/Eucharist is important for many Christians.

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 reason**

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

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark  
Detailed explanation of a relevant and accurate reason – 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:**

- Holy Communion/Eucharist is important for Christians because of Jesus' Last Supper with his disciples / where Christians believe that what Jesus said and did were important for all Christians.
- For some Christian denominations Holy Communion/Eucharist is a sacrament – a ceremony which gives spiritual grace.
- In Luke's account (Luke 22) the Last Supper is a meal to celebrate Passover / Jesus transformed the celebration into something connected with his suffering, death and resurrection.
- Jesus identified the bread as his body and the wine as his blood (eg Mark 14:22–25) / these symbolise Jesus' sacrifice/atonement for human sin.
- For Roman Catholics, the importance of the Mass is seen in the belief in transubstantiation / that the bread and wine become the actual body and blood of Jesus.
- For some Protestants, the bread and wine are symbols of Jesus' death, which brought salvation to humanity.
- For others, the service unites the worshipper with Christ / it is 'soul food'.
- The celebration brings Christians together / unites members of a church.
- In Paul's account of the Last Supper (1 Corinthians 11:17–34), Jesus' actions with the bread and wine are accompanied by Jesus saying, 'Do this in remembrance of me' / so some see this as an important command to repeat Jesus' actions, etc.

**Note:** Do **not** credit comments on why Holy Communion/Eucharist is **not** important to some Christians.

**0 2 . 5** ‘The Lord’s Prayer is the only prayer that Christians need to use.’

**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 their significance and influence.**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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**

- There are two accounts of the prayer – Matthew 6:7–9 and Luke 11:1–2, and in both Jesus commanded his disciples to use the prayer.
- In Luke 11, the disciples asked Jesus to teach them how to pray as John taught his disciples. Jesus answered: ‘When you pray, say ...’ – so Jesus gave a direct command to pray in this way.
- In Matthew 6, Jesus tells his disciples not to heap up empty phrases like the Gentiles do, because they think they will be heard for the number of words they use (v.7) / he then says that God already knows what you want before you ask him (v.8), implying that most prayer is unnecessary / he says: ‘Pray then like this:’ – and the Lord’s Prayer then follows / this looks like a direct instruction to pray using only the words of the Lord’s Prayer.
- The Lord’s Prayer is also said to be the ‘perfect prayer’. For Catholics, it is a summary of the whole gospel, implying that nothing else is needed.

- It is held to be the perfect prayer also because it contains all the necessary ingredients: praise, thanks, confession, and asking God for what both the individual needs and what other people need (students might illustrate this from the text).
- Since it comes directly from Jesus, it links all Christians from all times back to Jesus.
- It can be used both in public and in private worship; in spoken form or in private prayer.
- Most forms of Christian worship include the Lord's Prayer, etc.

### **Arguments in support of other views**

- There are two versions of the prayer: that of Matthew and that of Luke. They are not identical: Matthew's version is longer; so if it really is the only prayer a Christian will need, which form of the prayer should be used?
- The prayer does not appear in Mark's Gospel, which is generally agreed to be the first written gospel / if it is so important, why does Mark not record it?
- All the Gospels record occasions when Jesus prays using words other than the Lord's Prayer / so if it is the only prayer needed by Christians, why did Jesus use other prayers?
- For example, Jesus prays at his baptism (Luke 3:21) / before he walks on water (Mark 6:46) / at his transfiguration (Luke 9:29) / and he even prays before he tells his disciples how to pray, in Luke 11:1 / in the Garden of Gethsemane he prays three times to be released from the coming suffering / so prayer on many different occasions and for many different needs is indicated by Jesus.
- Perhaps Jesus saw the Lord's Prayer as the best general prayer, but accepted prayer of any kind as appropriate.
- A specific other prayer is all that is needed or particularly important, eg the Jesus Prayer.
- Some Christians need to use more than just the Lord's Prayer; for example Holy Communion/Eucharist uses many different prayers such as the Gloria and topical prayers.
- Saying a grace/prayer of thanks before meals is important to some Christians, so the Lord's Prayer is not the only prayer they need, etc.