

GCSE

Religious Studies A: (World Religion(s))

Unit **B571**: Christianity 1

(Beliefs, Special Days, Divisions and Interpretations)

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

Subject-specific Marking Instructions**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use 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.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use 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>Threshold performance 1 mark</i>
Candidates spell, punctuate and use 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.

AO1 part (d) question

Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> · A fairly complete and full description/explanation/analysis · A comprehensive account of the range/depth of relevant material. · The information will be presented in a structured format · There will be significant, appropriate and correct use of specialist terms. · There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> · Information will be relevant but may lack specific detail · There will be some description/explanation/analysis although this may not be fully developed · The information will be presented for the most part in a structured format · Some use of specialist terms, although these may not always be used appropriately · There may be errors in spelling, grammar and punctuation
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> · A small amount of relevant information may be included · Answers may be in the form of a list with little or no description/explanation/analysis · There will be little or no use of specialist terms · Answers may be ambiguous or disorganised · Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> · Answers will reflect the significance of the issue(s) raised · Clear evidence of an appropriate personal response, fully supported · A range of points of view supported by justified arguments/discussion · The information will be presented in a clear and organised way · Clear reference to the religion studied · Specialist terms will be used appropriately and correctly <p>Few, if any errors in spelling, grammar and punctuation</p>	Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> · Some information will be relevant, although may lack specific detail. · Only one view might be offered and developed · Viewpoints might be stated and supported with limited argument/discussion · The information will show some organisation · Reference to the religion studied may be vague · Some use of specialist terms, although these may not always be used appropriately <p>There may be errors in spelling, grammar and punctuation</p>
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> · Selection of relevant material with appropriate development · Evidence of appropriate personal response · Justified arguments/different points of view supported by some discussion · The information will be presented in a structured format · Some appropriate reference to the religion studied · Specialist terms will be used appropriately and for the most part correctly <p>There may be occasional errors in spelling, grammar and punctuation</p>	Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> · Answers may be simplistic with little or no relevant information · Viewpoints may not be supported or appropriate · Answers may be ambiguous or disorganised · There will be little or no use of specialist terms <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> · To go against God's divine law · To do something that offends God. · To neglect to do something that pleases or is expected by God. · Breaking a religious law. · Doing evil <p>1 mark for response.</p>	1	<p>Accept alternative wording as long as meaning is correct.</p> <p>Only accept answers with religious content.</p>
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> · God's only son · Our Lord · Conceived by the power of the Holy Spirit · Born of the Virgin Mary · Suffered under Pontius Pilate · Was crucified, died and was buried · Descended to the dead / hell · On the third day he rose again · He ascended into heaven · Seated at the right hand of the Father · Will come again to judge the living and the dead <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> · Attending church services · Reading the Bible · Praying to God · Keeping God's laws · Caring for neighbours and for people in need · Doing volunteer work home and abroad <p>1 mark for each response.</p>	3	<p>Please credit any answer that shows ways of loving God and loving your neighbour.</p>

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Trinity is important as it helps Christians to understand the complex nature of God. The belief in The Trinity is a central doctrine of Christianity.</p> <p>The three persons of the Trinity teach Christians better about the nature of God and the roles he plays.</p> <p>Thinking of God as Father, Son and Holy Spirit helps Christians to understand three key beliefs:</p> <ul style="list-style-type: none"> - God created the world - God redeemed the world from sin through Jesus - God is always present in the world guiding believers through the Holy Spirit. <p>The Trinity helps Christians to understand the way in which they might encounter God.</p> <p>The Trinity help Christians to understand that God is one – not three. For example, the shamrock has three parts but it is a single leaf. Hence God might have three persons but he is still one God.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Ten Commandments were written a long time ago and people and society have changed. The Ten Commandments were written for the Jews at a particular time in their history therefore why should they still be relevant 3,500 years later?</p> <p>While many would agree that some of them are absolutely necessary for a civilised society - for example, do not kill, do not steal, do not lie – some of them are not realistic today.</p> <p>Keeping the Sabbath for many will be an impossible and, perhaps, unnecessary rule.</p>	12	

Question		Answer	Mark	Guidance
		<p>Many would see a day of inactivity and unproductivity as bad for society and bad for individuals.</p> <p>Some might say that Jesus introduced the new covenant with God and, as the Ten Commandments were a sign of the old covenant, they are no longer relevant.</p> <p>In addition, in an increasingly secular society, the laws concerned with how people should treat God might be considered unnecessary and unimportant.</p> <p>However, others might say that the Ten Commandments are timeless as laws about how we worship God and treat others are as relevant today as in Old Testament times.</p> <p>As Jesus was brought up in the Jewish tradition, he would have been very familiar with the Ten Commandments. Jesus said, "Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them." Therefore, he did not suggest that people should not keep the Ten Commandments. Indeed, he taught about them and made them more relevant for his time and even developed them; for example the law about adultery was developed to include thinking about the act as well as the act itself.</p> <p>The Ten Commandments show how God wants people to live.</p> <p>The Ten Commandments are important to the three western religions and are the foundation of most law systems; this is important in today's multi-cultural society.</p>		
	!	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
2	(a)	<ul style="list-style-type: none"> · Pilgrimage <p>1 mark for correct response.</p>	1	Please make sure the answer is Christian. For example, do not accept Hajj.

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> i Palm Sunday The Sunday before Easter Sunday ii Holy Saturday (Easter Saturday/Eve) The Saturday before Easter Sunday <p>1 mark for each response.</p>	2	<p>Accept dates for this year (2014) if offered:</p> <ul style="list-style-type: none"> i April 13 ii April 19
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> · Sunday is the Christian day of worship · It is the weekly remembrance of the Resurrection · Many Christians will attend church on a Sunday · It is a day when many Christians might take Holy Communion, as commanded by Jesus · Christians are able to come together with fellow believers to discuss and increase their faith · It is a day to spend with family for social activities and for the development of faith · Listening/watching religious programmes · Studying the Bible · Some treat it as a day of rest · Listening to preaching/sermons <p>Marks will be awarded for any combination of statements, developments and exemplification.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p>	6	

Question	Answer	Mark	Guidance
	<p>Lent reminds Christians of the time Jesus spent in the wilderness following his baptism and when he was tempted by the devil. It allows Christians to reflect on Jesus' purpose on earth and how temptation is something that Christians need to face and overcome.</p> <p>Lent is important as it allows Christians, individually or communally, to sacrifice something that is special to them as a sign of self-discipline and preparation.</p> <p>Lent allows Christians to prepare for Easter and the Resurrection – the most important event in the life of Christ. Christians reflect on the purpose of Jesus death and on the salvation this event brought. Christians also think about the resurrection and all its implications.</p> <p>Lent brings Christians together to discuss and understand further Jesus and the last events in his life.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some would agree that Pentecost is not as important as, for example, Christmas or Easter. This assertion may be based simply on the fact that fewer people know when Pentecost is and what it is actually about.</p> <p>As the story of Pentecost is not in the Gospels, many might take that as showing that it cannot be as important as Christmas or Easter etc.</p> <p>There are no obvious celebrations of Pentecost as with Christmas and Easter, for example, presents, greetings cards, special meals and family get-togethers.</p> <p>Indeed many Christians and non-Christians do not fully understand what Pentecost is really about and, as it does not directly involve Jesus, they do not perhaps feel the need to enquire further.</p>	12	

Question		Answer	Mark	Guidance
		<p>However, other Christians would say that Pentecost is just as important as Christmas as, just as Christmas celebrates the coming of God the Son, Pentecost celebrates the coming of God the Holy Spirit. Jesus promised that God would send a gift to the early Christians to help them with their work and the Holy Spirit was that gift. Surely that event is as important as Christmas, if not more.</p> <p>Christians acknowledge Pentecost as the beginning of the Christian church and a day when the lives of the early Christians were changed forever.</p> <p>Christians believe that the Holy Spirit is still in the world helping those who ask for and need God's help.</p> <p>Pentecost is celebrated by the Church each year and nationally / internationally as Whit or Pentecost. It is a time when many converts to Christianity are baptised as a public acknowledgement of their faith. Therefore there are holidays associated with it. It also has its own liturgical colours, which indicates that it is an important festival.</p>		
!		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> · Anglican Church (Church of England) · Methodist · Baptist · United Reform · Salvation Army · Evangelical · Pentecostal <p>1 mark for response.</p>	1	This list is not exhaustive, any correct Protestant denomination can be credited.

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> · Altar · Candles · Representations of Jesus, Mary, disciples etc. · Font · Bible · Chalice · Cross · Censer/Incense · Stained Glass <p>1 mark for each response.</p>	2	<p>It does not matter if the objects may be in different positions or different sizes etc. If they appear in both churches then the answer is acceptable.</p> <p>Allow Lectern but please do not accept Pulpit.</p> <p>Do not accept statues.</p>
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> · to meet others with the same beliefs · to discuss their faith · to develop their faith · to work towards church unity · Bible study · for prayer and meditation · for reflection · to join in worship <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Leading up to Reformation, many Christians were becoming concerned about the power and wealth of the Pope and the Church. Due to the invention of the printing press, the Bible as a book was becoming more accessible to the laity and those who</p>	6	

Question	Answer	Mark	Guidance
	<p>could read or be read to could see that the clergy were not always living their lives as the Bible taught. Indeed, some were going against Christ's teaching.</p> <p>Many Christians felt the church was corrupt (for example, misuse of power and wealth, nepotism, ignoring the poor and needy, sale of indulgences) and needed reforming; this movement was called the Reformation. Martin Luther had publically declared in Germany what he felt was wrong with the Church when he nailed his 95 Theses to the door of Wittenberg Church.</p> <p>Christians who protested against the RC church started their own churches and became known as Protestants, because they protested.</p> <p>In England, Henry VIII broke away due to a disagreement with the Pope about his divorce from Catherine of Aragon.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Although there are some differences in belief and practice amongst Christians, they all believe the same fundamental things and this, in itself, presents a united front and gives it strength.</p> <p>Examples of this would be the divinity of Jesus, the importance of the Bible and the belief in a personal relationship with God.</p> <p>Irrespective of what differences there might be in belief and practice, people who enter a church or observe a church service are immediately aware that it is Christian because of the common elements and the common symbols used.</p> <p>Many Christian denominations welcome those from other denominations to their worship, showing that ultimately it is a united faith.</p>	12	

Question	Answer	Mark	Guidance
	<p>In addition, all Christians share the same ethical values of loving God, loving their neighbours, sanctity of life, stewardship of the planet etc. and therefore are united and can present a powerful face to the world. Unity makes for strength.</p> <p>However, others might argue that, because there are so many different denominations, Christianity appears fragmented and cannot even agree amongst itself never mind trying to make links with other religions.</p> <p>Those who disagree with the statement might also discuss the rifts – often violent – that have occurred through history due to different denominations failing to work with or tolerate each other.</p> <p>It might be said that with so many smaller denominations dotted around, the evangelising element of Christianity cannot happen as, separately, they are weak whereas, together, they would be strong.</p> <p>Strength comes from unity whereas weakness comes from fragmentation.</p>		
!	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
	Total	51	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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