

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 2017

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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

	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.
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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.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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:
 - a. 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.
 - b. 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.
 - c. 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

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

AO1 part (d) question

Level 3 5-6	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and / or 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	A satisfactory answer to the question. Candidates will demonstrate some understanding of the question. <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	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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 style="text-align: center;">No evidence submitted or response does not address the question.</p>

AO2 part (e) question

<p>Level 4 10-12</p>	<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 • Few, if any errors in spelling, grammar and punctuation 	<p>Level 2 4-6</p>	<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 • There may be errors in spelling, grammar and punctuation
<p>Level 3 7-9</p>	<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 • There may be occasional errors in spelling, grammar and punctuation 	<p>Level 1 1-3</p>	<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 • Errors of grammar, punctuation and spelling may be intrusive
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Mark	Guidance
1	a	<p>Which word is used by Christians to express the belief that God has three parts?</p> <ul style="list-style-type: none"> • The Trinity • Trinity <p>1 mark for correct response.</p>	1	Accept Tri-unity
1	b	<p>According to The Apostles Creed:</p> <p>i) under whom did Jesus suffer?</p> <ul style="list-style-type: none"> • Pontius Pilate • Pilate <p>ii) where is Jesus now seated?</p> <ul style="list-style-type: none"> • At the right hand of the Father • On the right hand side of God • On the right of God • On God's right hand side • Seated with God <p>1 mark for each correct response.</p>	2	<p>In ii) accept any variation of the correct answer.</p> <p>Accept the term 'Lord' instead of 'God'</p> <p>'In Heaven' is not sufficient for a mark</p>
1	c	<p>Describe <u>one</u> way Christians might obey the second of the two great commandments.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Doing charity work of some sort • Giving money to charity • Working in a caring profession • Caring behaviour towards others in daily life 	3	

		<ul style="list-style-type: none"> • Not breaking 10 commandments to do with behaviour towards others • Being a Pacifist • Fighting for Human Rights <p>Marks will be awarded for any combination of points, development and exemplification.</p>		
1	d	<p>Explain how Jesus' teachings about forgiveness might affect a Christian's life.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jesus' teaching about forgiveness was not just a way to show his followers how they should behave towards others but also a way of showing how God's forgiveness works. Therefore, not only does Jesus' teaching guide Christian's behaviour but it also gives them an understanding of how God forgives. Jesus taught, "For if you forgive other people when they sin against you, your heavenly Father will also forgive you." (Mt 6:14) This affects the life of Christians because it gives them an understanding that their behaviour towards others will ultimately affect how they are judged. Christians also learn that forgiveness is limitless.</p> <p>This belief about forgiveness will affect how Christians make decisions in their lives. For example, it might affect their opinions about whether capital punishment is acceptable or what the purpose of punishment is within</p>	6	

		<p>our legal systems. They may believe that punishment should be a way for a person to be rehabilitated rather than simply for revenge. It might also affect their opinion of whether it is right and just to go to war.</p> <p>However, at a basic level, it will affect a Christian's decision about how to interact with their neighbours and how they act towards them. Knowing that how they behave will influence how they are judged by God will certainly affect their life greatly.</p>		
1	e	<p>'Today's world prevents Christians from achieving eternal life.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal statement. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>To support the statement, candidates might look at the barriers to being a Christian that exist in the world today or the temptations that present themselves.</p> <p>Candidates might express the opinion that life is harder today than in the past. Though this is hugely debatable, they might go on to say that the pressure of work, financial commitments, raising a family in a society with so many pressures and dangers for young people and the increasing multi-faith community in which we live all</p>	12	

		<p>make it hard to follow Christian teachings in the way they should. Consequently, by not following Christian teachings, a person will not be able to achieve the standards expected for them to enter the Kingdom of Heaven and achieve eternal life.</p> <p>Candidates might say that, as some of the expectations of a Christian life are not relevant anymore and almost impossible to achieve they are ultimately unattainable. For example, the command to be honest and truthful – “Do not give false testimony” – is impossible as everyone lies sometime and there is no harm in it, but does that mean that, by doing so, they forfeit Heaven? Doesn’t everyone have moments when their minds turn to immoral thought? And yet, according to Jesus, a thought is as bad as the deed.</p> <p>It might also be suggested that, by living in multi-cultural societies, it is much harder to follow your religion than it was in the past when everyone was of the same faith. Along with that, we are living in a very violent world where many terrible things happen to others. How can it be possible to forgive your enemies when they do such terrible things? How can people follow the commandment to not kill or even have angry vengeful thoughts when they see such things happening?</p> <p>If people cannot do these things then surely that must preclude them from entering Heaven.</p> <p>However, disagreeing with the statement, candidates might focus on the idea that it is not always the achievement of a goal or a behaviour that is important but the trying. Gaining the Kingdom of Heaven would mean</p>		
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		<p>so much less if it took no effort and did not improve the way people live their lives. Jesus warned his followers that it would be hard and dangerous to follow him. Christians who have lived through times of persecution – or still do – are able to maintain their faith and live Christian lives therefore, for the majority of Christians around the world, who live in countries where they are not persecuted nor in the minority, there is no reason for them not to strive and to achieve the Christian ideal.</p> <p>If you sin once, it does not mean that you have lost your chance of Heaven. Christians believe they can repent and try to do better in the future. Heaven is not one strike and you are out! It is the constant striving to be a better person, along with genuine belief and faith in God that allows a Christian to achieve eternal life.</p>		
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Question		Answer	Mark	Guidance
2	a	<p>What is the name given to the first day of Holy Week?</p> <ul style="list-style-type: none"> • Palm Sunday <p>1 mark for correct response.</p>	1	
2	b	<p>Name <u>two</u> places associated with Jesus a Christian might visit on a pilgrimage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Bethlehem • Nazareth • Jerusalem • River Jordan • Galilee <p>1 mark for each correct response.</p>	2	<p>Accept any correct response.</p> <p>Accept Israel</p> <p>Please do not accept pilgrimage sites relating to Mary, even if she is holding a baby Jesus.</p>
2	c	<p>Describe <u>one</u> thing a Christian might do at a place of pilgrimage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Retrace the footsteps of Jesus or other significant Christian or Biblical person • Pray with other Christians in a communal environment • Take part in rituals associated with healing • Spend time meditating or reflecting on the importance of the place and events that 	3	

		<p>happened there</p> <ul style="list-style-type: none"> • Learn more about the place being visited and the events which took place there. • Pray the Stations of the Cross <p>Marks will be awarded for any combination of points, development and exemplification.</p>		
2	d	<p>Explain the importance of the first Maundy Thursday for Christians.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Maundy Thursday is of great importance to Christians because of the far reaching consequences of the events that took place on that day. Not only was it a pivotal day in the life of Jesus but also influenced the development and practices of the Christian Church.</p> <p>Maundy Thursday was the day of the Last Supper when Jesus established the ceremony we now know as the Eucharist and used bread and wine to symbolise his body and blood. It was also the day Jesus washed the feet of his disciples, showing that they should be like him and serve others. It was also during the Last Supper that Jesus indicated that Peter had a special role to play in the future by strengthening his brothers. Some Christians believe that Jesus instituted the priesthood at this time, too.</p>	6	

		<p>Another event of Maundy Thursday, which some might say is of equal importance, is that Jesus gave a new commandment. “A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” (John 13:34-35) This event is evidently important as it is from it that the name Maundy comes. This commandment has become the keystone of Christian belief and practice.</p> <p>Maundy Thursday was also “the night on which Jesus was betrayed”, a phrase often used in Christian liturgy. Jesus suffering in the Garden of Gethsemane shows the humanity of Jesus and the very real fear he felt prior to his crucifixion. Jesus was saddened by his betrayal by Judas even though he had indicated to the disciples that he was destined to die for the sake of all humanity. It also shows that Jesus was not the Messiah that was expected by the Jews – a warrior king.</p> <p>The importance of this day is shown by the fact that some communities now call this day Holy Thursday.</p>		
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Question		Answer	Mark	Guidance
2	e	<p>‘The idea of a Christian holy day is outdated.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal statement. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>To support the statement, candidates might discuss the secularisation of Sunday. The fact that so many shops and businesses now open on a Sunday is evidence that it is no longer regarded as a holy day by many.</p> <p>Also, some Christian denominations hold services on other days, for example, Saturday evening service in Roman Catholic churches.</p> <p>Candidates might also discuss the idea that, to be a true Christian, you live your faith every day of the week; it does not make you a Christian if you observe Sunday but then ignore Jesus’ teaching all the other days.</p> <p>In addition, there is no Biblical command to observe Sunday as the Christian holy day. The early Christians, who were Jewish, continued to observe the Sabbath and only gradually moved</p>	12	<p>Although this question relates to the Christian Holy Day of Sunday, please accept answers that refer to other Holy Days in the Christian Calendar, for example, Easter Sunday, Christmas Day, specific Saint’s Day.</p> <p>General periods of festivals, for example Lent, are not to be credited as the question is about a holy day such as St Patrick’s Day.</p>

		<p>their worship to Sundays to both remember the resurrection and to accommodate the growing number of Gentiles who were becoming followers. Many would say, including some Christians, that, if there is no Biblical imperative for Sunday then it must not be that important.</p> <p>However, some candidates might disagree by pointing out the importance of Sunday as the weekly commemoration of the resurrection. The resurrection was such a momentous event that, even though it is celebrated annually, it is worthy of being celebrated weekly also. In addition, Easter was not formally seen as a separate festival until probably the 2nd century so, before that time, Christians began to gather on Sunday.</p> <p>They might also discuss that Sunday can still be a holy day even if people work on that day. Unless some Christians treat Sunday as a Christian Sabbath and believe that they should not do certain tasks as do many Jews, then there is no requirement that Christians should not do anything else on that day as well. The important thing is to find time to praise God and, they might argue, this can still be done.</p> <p>Finally, they might also say that, even when living in similar societies to ours, other religions still observe their holy days without many issues. As Christians still statistically make up nearly 60% of the population of our country (2011 census), then surely that is a big enough reason to continue to keep Sunday as holy.</p>		
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Question		Answer	Mark	Guidance
3	a	<p>Which denomination of Christianity is led by the Pope?</p> <ul style="list-style-type: none"> • Roman Catholic <p>1 mark for correct response.</p>	1	Accept 'Catholic'
3	b	<p>Give <u>two</u> reasons why different Christian groups might come together for combined charitable activities.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to obey Jesus teachings about caring for others • to "love your neighbour" • because they believe actions are as important as belief • as an element of Ecumenism • they believe that Christians together are more powerful than when divided • in recognition of common community or world problems. • to share their varying beliefs • to spread the word of God <p>1 mark for each correct response.</p>	2	Accept any correct response.

3	c	<p>Describe <u>one</u> religious practice that will take place in most Orthodox <u>and</u> Protestant churches.</p> <p>Responses might include:</p> <ul style="list-style-type: none">• Eucharist/Holy Communion• Baptism• Bible Readings• Music / singing for praise• Confirmation / Membership• Marriage• Sermon <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	
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Question		Answer	Mark	Guidance
3	d	<p>Explain why a Christian might find it useful to visit an ecumenical community.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>A Christian might find it useful to visit an ecumenical community as it gives them an opportunity to worship with other Christians from varying denominations and cultures. The focus of the Ecumenical movement is the promotion of unity among churches and ecumenical communities offer the opportunity to do this. Ecumenical communities give hope in a divided world. Not only that but some ecumenical communities, for example Taizé, also welcome inter-faith groups. Through worship and discussion, this gives visiting Christians a sense of unity and love.</p> <p>Christians also find it useful to visit an ecumenical community to help them rediscover or reaffirm their Christian faith. They do this through Bible study, reflection, meditation and meeting together. They also become involved in common tasks that keep the communities running thus increasing the feeling of unity. Simplicity is an important aspect of ecumenical communities, reflecting the simplicity of the early Christian faith.</p> <p>Additionally, a Christian visiting an ecumenical</p>	6	

		<p>community will find it useful to reflect on the nature of reconciliation, a concept which is at the heart of all ecumenical communities. Visitors to ecumenical communities come from many countries and religious traditions and they share their traditions in the simple life and worship of the community. At Corrymeela, in particular, a visitor will be more conscious of the need to heal the social, religious and political divisions in Northern Ireland and throughout the rest of the world.</p> <p>Through visiting an ecumenical community, a Christian will also have the opportunity to focus on other important issues such as peace, the environment, poverty, social exclusion and overcoming racism and how united Christians can work together to overcome these issues.</p>		
3	e	<p>‘There is no such thing as a typical Christian.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal statement. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>To support the statement, candidates might consider the way that Christianity has spread and</p>	12	

		<p>diversified over the last two thousand years and how this has led to Christian communities around the world living their lives in ways that might almost be alien to other Christians elsewhere.</p> <p>Candidates might consider how the two major divisions in Christian history – the Great Schism and the Reformation – changed Christian belief and Christian practice. Later developments within the Protestant church have given rise to hundreds of denominations around the world. They might give an example of how someone from the Roman Catholic church might feel if taking part in a Society of Friends worship and vice versa.</p> <p>Candidates might also consider how those who are, for example, fundamentalists might interact with more liberal groups.</p> <p>In addition, candidates might think about the life of Christians around the world. Being a Christian in a rural English community is not the same as being a Christian in a country that is predominately of another faith and antagonistic towards its Christian populace nor in a country with many social and political problems – the sort of country where Liberation Theology took its roots.</p> <p>So in these ways it can be said that there is no such thing as a typical Christian.</p> <p>However, in disagreeing with the statement, the candidate might point out that, despite all these things, at the core of Christianity, there are but a</p>		
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		<p>few basic beliefs and that these are held by the vast majority of Christians around the world.</p> <p>Candidates might discuss how believing in the Trinity, redemption, salvation, forgiveness and eternal life is the cement which joins Christians no matter where they are and how, by following the life and teachings of Jesus, they all belong to the same worldwide Christian community.</p> <p>It might also be mentioned how the Bible provides guidance, support and teaching for all Christians all over the world, having been translated fully into hundreds of languages and partially into thousands. Nearly all Christians all over the world have the Bible as their common scriptures.</p> <p>Last but not least, the belief that Jesus Christ was their Saviour, and that by following his life and teachings they might attain eternal life, is surely something which identifies all Christians.</p>		
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