

Religious Studies A (World Religions)

General Certificate of Secondary Education **2304/01**

Paper 4A Christianity

Mark Scheme for June 2010

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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.

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INSTRUCTIONS FOR EXAMINERS**GENERAL POINTS**

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment

Objectives:

Candidates should be able to:

A01	recall, select, organise and deploy knowledge of the specification content;	[40%]
A02	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
A03	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

MATRIX TO BE USED FOR AWARDING MARKS**ACCORDING TO LEVELS OF RESPONSE**

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1–2	3–4	5–6	7–8
7	1–2	3–4	5–6	7
5	1–2	3	4	5

LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

AO1

The candidates' work will show at:

Level 1 [1–2]	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3–4]	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5–6]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7–8]	A good response to the question. A fairly comprehensive account of the range and depth of relevant material.

AO2

The candidates' work will show at:

Level 1 [1–2]	An attempt to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3–4]	A valid attempt to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5–6]	A competent attempt to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	A good response to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

AO3

The candidates' work will show at:

Level 1 [1–2]	An attempt to answer the question. A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 [3]	A valid attempt to answer the question. An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [4]	A competent attempt to address the question. The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [5]	A good response to the question. The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. Reference must be made to the religion studied.

The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the compulsory question. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1–2 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	4 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.

1 (a) Describe what is said and done at a confirmation service. [8]

Candidates might respond from any appropriate denominational point of view.

Reference must be made to both said and done in order to achieve an upper level.

Candidates might include that a Bishop officiates over a confirmation and that usually more than one person is confirmed at a time. Some candidates give a testimony while some candidates might wear white.

Candidates renew the promises and vows made on their behalf at baptism and confirmation is seen as the second stage of infant baptism.

There is the laying on of hands by the Bishop and the belief that the Holy Spirit will be present in/enters the candidate during confirmation. Confirmation may be followed by Holy Communion.

(b) Explain why confirmation is important to some Christians. [7]

Candidates might include that confirmation was originally part of one service of initiation but became separate from baptism. They might consider that confirmation is a service of commitment and that the candidate declares for himself/herself that they wish to be a Christian. Confirmation is the point where a person baptised as an infant might renew the vows made on their behalf at baptism for himself/herself with full understanding of what they are doing.

Candidates believe the Holy Spirit enters their lives to guide and support them and that following confirmation the candidate becomes a fully practising member of the Christian church. For some Christians, being confirmed allows them to take a full part in the Eucharist.

**(c) “You do not have to take part in religious ceremonies to be a Christian.”
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Candidates are free to come to any sort of conclusion. They may or may not offer a personal opinion. Candidates are likely to develop points made in a) and b). In support of the statement they might point out that not all Christian denominations have religious ceremonies (for example, Society of Friends, Salvation Army) and that members of those denominations show their faith and devotion in their everyday lives. Those opposing the statement might say that public declarations of faith are a way of showing your beliefs and your intention of following a Christian lifestyle.

- 2 (a) **Describe what Christians believe about the Trinity.** [8]

It is unlikely that candidates who simply give a list of beliefs will achieve an upper level.

Candidates might include the description of the Trinity as in the Apostles' Creed. They might explain the Christian belief that all elements of the Trinity exist at any one time and that the Trinity is not three persons but three elements of one person.

Christians believe that God the Father is the creator of heaven and earth and that Jesus is his son and Saviour. Christians believe that Jesus was conceived of the Holy Spirit and born of a virgin and that Jesus suffered, was crucified and then rose again. He ascended to heaven.

Jesus will judge the living and the dead and the Holy Spirit exists in the world.

- (b) **Explain how the Apostles' Creed is a summary of Christian belief.** [7]

Candidates might develop the following ideas:

That the word "creed" means a statement of belief and that the main elements of the Christian faith are included in the creed. The Apostles' Creed contains the beliefs about God the Father, the beliefs about God the Son (virgin birth, death, resurrection, judgement) and the belief in the existence of the Holy Spirit. The creed also states Christian beliefs about life after death, forgiveness and eternal life.

- (c) **"No one part of the Trinity is more important than the others."
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Candidates are free to come to any sort of conclusion. They may or may not offer a personal opinion. In support of the statement candidates might consider the equal importance of each of the three elements, eg God the creator, God the teacher and Saviour, God the Spirit at work in the world. However, in the context of Christianity, candidates might consider the place of God the Son as the founder and the teacher or of the Holy Spirit as God's continuing presence in the world.

3 (a) Describe Christian practices during Lent. [8]

Candidates might answer from the point of view of individual days in Lent (eg Ash Wednesday, Maundy Thursday, Good Friday etc) or from a general point of view.

Candidates might include that Christians fast or give up something for Lent. They may take part in works of charity/giving of alms. Christians might do acts of penitence/repentance and examine their conscience. Some pilgrims might take part in a pilgrimage or pray the Stations of the Cross.

Many Christians will take part in Bible study and private and public worship. They may reflect on the life and death of Jesus. They may pray and celebrate the Eucharist.

(b) Explain why Lent is an important time for some Christians. [7]

Candidates might consider that Lent is a reminder of Jesus' temptations by the devil and how life is full of temptations. Lent is a time to remember and reflect on the last days of Jesus' life and of His sacrifice on the cross and the Christian belief of salvation, forgiveness and eternal life.

Lent is a time of personal reflection and might also be a time of abstinence, showing Christians' commitment to God and a withdrawal from the material world.

**(c) "Fasts are as important as festivals in Christianity."
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Candidates are free to come to any sort of conclusion. They may or may not offer a personal opinion. In support of the statement candidates might discuss the idea that fasting allows Christians to detach themselves from the material world and the world of luxuries, allowing them to concentrate on their beliefs and the more serious part of their religion; they might see fasting as a modern-day equivalent of sacrifice. From a different point of view they might argue that people are more likely to embrace a religion which celebrates the more positive elements, eg Jesus' birth and resurrection, rather than concentrate on the more serious; and that children are more likely to want to follow a religion that has fun and celebration. Another point of view might be that feasts will be less meaningful if there are not fasts to counter-balance them.

- 4 (a) **Describe the role of a Christian minister in the community.** [8]

Candidates might respond from any denominational point of view.

Candidates might include a minister's role in a service of worship (eg sermon, consecrating the bread and wine for Eucharist etc.) They might discuss how a minister prepares parishioners for baptism, marriage, confirmation etc. and how he/she performs religious ceremonies (eg baptism, marriage, confirmation, funerals).

A minister works in and around the parish/community and is an advisor/counsellor as well as a confessor and role model. They may teach in Sunday School and preach sermons and they may be a focus for the community in times of local/national celebration or disaster.

- (b) **Explain why Sunday is an important day for many Christians.** [7]

Candidates might consider Sunday as the weekly celebration of the Resurrection and it is therefore the main day of worship for Christians. From the very beginning of the Early Church, Christians gathered on the first day of the week to break bread (eg "On the first day of the week we came together to break bread." Acts 20:7). Sunday is the day when Christians might partake in the Eucharist.

Sunday services allow Christians to gather together to worship God and express their beliefs. They allow Christians to grow in their faith through the sermon and Bible readings. It is also an opportunity for families to worship together outside the restraints of work and school.

While Christians do not observe the Sabbath, Sunday is seen as a time for rest, family and worship.

- (c) **"Every day is a day of worship for Christians."
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Candidates are free to come to any sort of conclusion. They may or may not offer a personal opinion. Candidates might consider some of the issues raised in 4b). In support of the statement candidates might consider that fact that Christianity is a way of life, not just a once-a-week event. They might discuss how it is essential for Christians to put their beliefs into practice every day of the week and that families should try and find time to be together every day not once a week. An opposing point of view may be that Sunday is a special day that remembers Jesus' resurrection and therefore should be held as special. They might also consider that in today's society, it is difficult to practise one's belief every day due to the pressures of modern life.

5 (a) Describe how Christians might use the Bible in private and public worship. [8]

Candidates might respond from any denominational point of view. Candidates are unlikely to achieve an upper level if they only consider private or public worship and not both.

Candidates might include that the Bible helps them to learn more about the life and teachings of Jesus and more about other Biblical people and events – both Old and New Testament.

The Bible may be used for daily Bible readings and as an aid to prayer and meditation. The Bible is a guide to Christian belief and conduct. The Bible might also be an inspiration for Christian art and music, and portions are used for Christian festivals and ceremonies.

(b) Explain why Christians use the Bible for guidance in their lives. [7]

Candidates are likely to link the answer to this question to that of 4a). Candidates might consider that the Bible is God's word and God's purpose revealed to mankind. The Bible is a source of guidance and advice for situations that might arise throughout life and helps Christians to see what Jesus taught for a particular situation. Christians see Jesus as a role model and they use the lives of Biblical people as an inspiration.

(c) "The Bible was written too long ago to be of any value in today's world." Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates are free to come to any sort of conclusion. They may or may not offer a personal opinion. Candidates are likely to refer to their answers in sections a) and b) of this question. Candidates might consider varying use of the Bible, for example, of some use, of no use and so on. In support of the statement they might say include that the word of God is timeless and that his words and purpose are for all people in all ages. They might say that although the modern world may be different to Biblical times, many problems and difficulties are basically the same. Additionally, Jesus' teaching is as appropriate today as two thousand years ago. Opposing views might include the fact that the 21st century is totally beyond the experiences of the writers of the Bible and that advice given is no longer appropriate. Candidates might consider that the expectation of human behaviour as stated in the Bible is unachievable in today's world.

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