

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

Unit **B571**: Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)

Mark Scheme for June 2013

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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

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

Subject-specific Marking Instructions**INSTRUCTIONS TO EXAMINERS****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, ie 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


<p>Level 3 5–6</p>	<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.
<p>Level 2 3–4</p>	<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.
<p>Level 1 1–2</p>	<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.
<p>Level 0 0</p>	<p>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. <p>Few, if any errors in spelling, grammar and punctuation</p>	<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. <p>There may be errors in spelling, grammar and punctuation</p>
<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. <p>There may be occasional errors in spelling, grammar and punctuation</p>	<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. <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>


Question		Answer	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Three-in-One • The three persons of God • The three aspects of God • Father, Son and Holy Spirit. • Three aspects of God, but not parts • Three states of God • Accept Jesus as the Son • Accept God, Son[Jesus] and [Spirit] <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” • Love God • “Love your neighbour as yourself.” <p>Accept alternative wording as long as the meaning is the same.</p> <p>1 mark for each response.</p>	2	<p>For the first commandment, accept “Hear, O Israel: The Lord our God, the Lord is one” as one mark.</p> <p>Minimum needed for two marks is:</p> <ul style="list-style-type: none"> • Love the Lord your God • Love your neighbour as yourself.
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Direct teachings from Christ • It links Jesus’ teaching with the Torah given to Moses on the mountain • The Beatitudes and the teachings in the Sermon on the Mount show what a true follower of Jesus should be like • It shows Christian values • The Sermon on the Mount helps Christians to find a way to be happy on earth • They show how Christians can become members of the Kingdom of Heaven • It teaches Christians how to treat others. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>Christians believe that God is just and fair. Good behaviour will be rewarded and evil will be punished.</p> <p>The Bible teaches that when a person dies, those who acknowledged Christ as their Saviour will go to Heaven.</p> <p>Those who are unrepentant will go to Hell. However, those who do repent will go to Heaven.</p> <p>Some Christians believe in the Second Coming (Parousia); when this happens all the dead will be resurrected; the living and the dead will be judged and the Kingdom of Heaven will be established on earth.</p> <p>Christians believe there is an afterlife. Although they will die and be buried or cremated, they will be raised to a new life by God. Jesus' death and resurrection showed this to be possible.</p> <p>Some Christians believe that Heaven and Hell are physical places although others believe that they are spiritual states – Heaven is being in the presence of God while Hell is being excluded from the presence of God.</p> <p>An understanding of purgatory is relevant.</p> <p>Note that for the purposes of this question we do not distinguish between everlasting life, be it in heaven or hell, and eternal life</p>	11	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>Life today is so different from the time of Jesus that no-one is able to live up to the standards set in the gospels. There are too many pressures today and too many temptations and human nature is such that the ideals expressed cannot be kept.</p> <p>Jesus' teaching was in response to the current religious/social situations of his day and does not apply to today's society.</p> <p>However, Jesus would not have asked people to do more than they were able to. The teachings of Jesus are there for a person to aspire to and it is the trying, not the succeeding, that is important.</p> <p>The teachings of Jesus are timeless and all are applicable to today's society in some way or other. Caring for others, forgiveness, loving your neighbour and loving God, for example, are all still possible and relevant today.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Bethlehem • Nazareth • Jerusalem. <p>1 mark for response.</p>	1	Accept Glastonbury or Walsingham if given.
	(b)	<p>Responses might include:</p> <p>(i) birth of Jesus (ii) visit of the Magi</p> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • colour purple • candles • Advent wreath/crown • light • Christingles and any symbols connected with it, such as orange or red band • Advent candle • Advent Calendar. • Christmas tree • Covered statues <p>1 mark for each response.</p>	3	


Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Christmas is a celebration of the birth of Christ; the word Christmas comes from “Christ’s Mass” or the Mass said in church to celebrate the birth of Jesus.</p> <p>Christians believe that Jesus was God incarnate – As Jesus, God become flesh and came to live amongst mankind.</p> <p>Christians believe that Christmas shows that Jesus was the Messiah expected by the Jewish people. Jesus birth fulfilled a number of the Messianic Prophecies found in the Old Testament.</p> <p>The story of Jesus’ birth shows Christians that he was sent to the world to serve the poor as well as the rich, Jews and Gentiles; the story of the Wise Men and the gifts they gave show that Jesus was a king, holy and would suffer.</p> <p>Christmas is also a time for worship, to praise God and Jesus.</p> <p>It is also a family time and a community time.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>Festivals are more important than pilgrimage to Christians because festivals are a celebration of important events in the life of Christ and the life of the Church.</p> <p>Festivals allow families to come together to practise and/or celebrate their beliefs. It is a way of revisiting the main events in Christ's life and remembering their meanings. Festivals are also times when the community can come together.</p> <p>Christians do not need to commit a lot of time and money to festivals, whereas Pilgrimage may be quite expensive and take a lot of time.</p> <p>On the other hand, some might say that pilgrimage is a good way for Christians to show their faith. The fact they have to give money and time to go on pilgrimage shows commitment and devotion.</p> <p>It is also a way that Christians may grow spiritually and learn more about their faith and this too can be done as a family or individually.</p> <p>Pilgrimage involves the Christian community with people travelling as a group or meeting and worshipping with other Christians when they are there. Pilgrimage often involves remembering events in Christ's life, too.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Anglican Church • Evangelical Church • Lutheran • Pentecostals • Methodists • Baptists • Orthodox Churches (various). • Quaker <p>Do not allow Roman Catholic, as this church is not a member Do not accept Jehovah's Witnesses or Mormonism</p> <p>1 mark for correct response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Sing • Chant • Pray • Meditate • Charitable actions • Bible Study • Discussion. <p>1 mark for each correct response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p>Please be aware that Protestant places of worship may include Anglican churches as well as non-conformist churches therefore, there may be quite a variety of answers.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The altar has a more prominent position in a RC church than a non-conformist Protestant church showing the importance of the Mass; Some Protestants speak of a table rather than an altar. • There are many more statues and images (for example Stations of the Cross) in an RC church than a Protestant church, which may be used as a focus for prayer and meditation; • The Protestant Churches do not include the Apocrypha in their Bibles and therefore the books of the Apocrypha are not used in worship; • RC Christians take part in the Eucharist more frequently than non-conformist Christians; • RC Christians believe in transubstantiation during the Eucharist whereas Protestants believe in consubstantiation, and some see the Eucharist as symbolic of Jesus' presence • Non-Conformist Protestants do not tend to have a set order of service whereas RC Christians follow a specific liturgy (NB Anglicans may have a specific liturgy); • While most RC services are now in English, some still are in Latin; • Non-conformist worship is more spontaneous and extemporaneous, especially Pentecostal churches; • RC Christians include kneeling, genuflection and the signing of the cross whereas non-conformist Christians do not (Anglicans might); <p>Please accept any other correct answer.</p> <p>1 mark for each correct response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Roman Catholics believe that the Pope is the representative of Christ on Earth – Christ’s Vicar.</p> <p>The Pope is the spiritual descendant of St Peter, the disciple of Jesus, of whom Jesus said, “.. And I tell you that you are Peter, and on this rock I will build my church..” This Apostolic succession is important to Christians.</p> <p>The Pope therefore is part of a spiritual chain reaching back to the time of Christ.</p> <p>RCs believe that the Pope is infallible; that means that when his is speaking in the role as the Pope he is unable to make an error regarding faith and morals. Therefore his words are words of authority.</p> <p>The Pope is the leader of the largest religious group on the planet, approximately 6th of the world’s population. Roman Catholics look to the Pope for advice and guidance and one of the greatest aims of all Catholics is to see or have an audience with the Pope.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In agreement, candidates might say that the Christian church began with one leader, Christ, and therefore should continue as such. Christ also said that “.. on this rock I will build my church” meaning Peter, so it could be said that Jesus intended only one man as leader.</p> <p>Some people might argue that Roman Catholicism is the “original” Christian group, it could be said that the Pope, as a spiritual descendant of Peter, is the spiritual leader of Christians.</p> <p>However, other religious groups developed because of conflict within the Roman Church or concerns about it. It is not realistic to think that these problems, that caused the divisions in Christianity in the past, are now solved; indeed, in many cases they have increased.</p> <p>It is questionable that any one person could lead a third of the world’s population, which is the approximate number of Christians today.</p> <p>If Christians have free will, they have the right to choose the Christian path they take and who their leader will be. It would be unrealistic to think that any Christian would be willing to allow their leader to be replaced by another. Surely variety and flexibility are two of the strengths of Christianity.</p> <p>Some Christians reject the idea of human authority completely, placing God as the only source of authority.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

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