



SPECIMEN

General Certificate Secondary Education
Religious Studies C
(Religion and Belief in Today's World)
The Individual
Specimen Paper

B613

Time: 1 hour

Candidates answer on the question paper.
Additional materials: None

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-c) of the two questions which you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
TOTAL	

This document consists of **8** printed pages.



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate Secondary Education

**RELIGIOUS STUDIES C
(RELIGION AND BELIEF IN
TODAY'S WORLD)**

J622

Unit B613: The Individual

Specimen Mark Scheme

The maximum mark for this paper is **51**.

SPECIMEN

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, 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 (c) 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 parts (a) and (b) questions


Level 0 0	No evidence submitted or response does not address the question.
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 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 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 and 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

AO2 part (c) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-3	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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
Level 2 4-6	A limited answer to the question. Candidates will demonstrate some understanding of the question. <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
Level 3 7-9	A competent answer to the question. Candidates will demonstrate a sound understanding of the question. <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
Level 4 10-12	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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

Question Number	Answer	Max Mark
1(a)	<p>Describe the reactions to science and scientific experimentation by fundamentalist believers.</p> <p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Most candidates are likely to focus on religious hostility to scientific development, but there is scope to describe scientism or 'atheist evangelicals'. They may give specific examples of issues or describe the ideas in a more abstract manner.</p> <p>Many candidates will describe the authority of scripture, the importance of not interfering with the plans or will of god and relevant teachings of authority figures or religious role models. Some candidates will be able to relate this to issues of interpretation.</p>	[6]
1(b)	<p>How might fundamentalist beliefs affect the social interactions of a believer?</p> <p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Candidates may interpret social interactions as involvement in the non-religious community, or interaction and shared activity between genders. Others may discuss protests or faith-motivated violence. In any of these cases the focus should be on how fundamentalist beliefs have encouraged or promoted behaviour of the type discussed.</p>	[6]
1(c)	<p>'Fundamentalism will always result in terrorism'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more Religions in your answer.</p> <p>Candidates are free to agree or disagree with the statement and explore their reasons for doing so.</p> <p>In discussing the religious views of the statement most candidates will show awareness of some causes of religious terrorism and the impact of fundamentalist beliefs on these. Some may argue that religion is never a direct cause of terrorism but a tool used to support other reasons, while other candidates will argue that the link between religion and terror is clear and will give examples in support of this.</p> <p>Some candidates may be able to discuss both fundamentalist and non-fundamentalist views on such issues.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Question Number	Answer	Max Mark
2(a)	What are the differences between a fundamentalist and a liberal understanding of sacred texts.	
2(b)	<p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Most candidates are likely to discuss literalism in relation to sacred text, and may refer to examples such as Young Earth Creationism (Christianity) to support this. Some candidates will be able to contrast this with the concept of inerrancy and relate this to the question of interpreting texts.</p> <p>Some candidates may link the question to a discussion of the importance of religious texts to the faiths they have studied.</p> <p>In which ways might fundamentalist beliefs affect the moral attitudes of individual believers?</p> <p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Some candidates may be able to build on their answers in question a) above and discuss the authority and importance of scripture in relation to moral questions. Others will discuss the teachings and example of religious role models and authority figures.</p> <p>Candidates are likely to select examples to illustrate their answers, although some may choose to take a more abstract approach to the question.</p>	<p>[6]</p> <p>[6]</p>
2(c)	<p>‘Spreading knowledge of your faith is a way of caring for other people’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more Religions in your answer.</p> <p>Candidates are free to agree or disagree with the statement and explore their reasons for doing so.</p> <p>Most candidates are likely to consider proselytising faiths and the motives of believers in doing this. Many will discuss this in relation to beliefs about life after death and the links between this and belief. Some candidates will discuss religious pluralism and freedom to choose as being most important.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Question Number	Answer	Max Mark
<p>3(a)</p> <p>How important is the family for a religious believer?</p> <p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Some candidates will choose to discuss the importance of marriage and the married couple as the core of a family, while others will interpret family more widely and consider the extended family and the roles it might play, or the relationship between the family and the wider community.</p> <p>Many candidates will discuss the importance of the family for raising children within the faith.</p> <p>3(b)</p> <p>How do birth ceremonies and rituals reflect the importance of religion in the family?</p> <p>Candidates should be familiar with at least two religions which means they may choose to approach the question with either contrasting or complementary religious views.</p> <p>Candidates are likely to discuss the symbolic aspect birth rites and relate this to their significance to the family. Some may write more generally about the idea of welcome to a new family member, or identify links between religious and cultural activities relating to birth.</p> <p>Some candidates will refer to changes in family roles or structure as a result of the new birth.</p> <p>3(c)</p> <p>‘Religious festivals are only meaningful for the religious believer’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more Religions in your answer.</p> <p>Candidates are free to agree or disagree with the statement and explore their reasons for doing so.</p> <p>Many candidates will choose to use examples of religious festivals that have acquired cultural significance for secular society (eg Christmas) to challenge the statement. They may then contrast this with less widely known religious festivals.</p> <p>Some candidates will explore the word ‘meaningful’ in this context, distinguishing between beliefs and actions. They may suggest that religious festivals celebrated in a secular context are no longer meaningful.</p>	<p>Question 3: The Impact of Religion on Family Life</p>	<p>[6]</p> <p>[6]</p> <p>[12]</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.</p>	<p>SPaG [3]</p>
<p>Paper Total</p>		<p>[51]</p>

Assessment Objectives Grid (includes QWC)

Candidates must answer **TWO** questions.

Question	AO1	AO2	SPaG*	Total
1(a)	6			6
1(b)	6			6
1(c) 		12	3	12
2(a)	6			6
2(b)	6			6
2(c) 		12	3	12
3(a)	6			6
3(b)	6			6
3(c) 		12	3	12
Totals	24	24	3	51

* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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