

GCSE

Religious Studies A (World Religion(s))

Unit **B572**: Christianity 2

(Worship, Community and Family, Sacred Writings)

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
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"> • Cross • Water • Light • Fish • Chi-Rho • Bread • Wine • Dove • Lamb / Lamb & Flag <p>1 mark for correct response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Leading worship • Performing life events (baptism, marriage, funerals) • Running Communion Classes • Working with local schools • Home visits to members of the community • Leading Bible classes <p>1 mark for each correct response.</p>	2	<p>Two life events can be credited.</p> <p>Has to have some religious element.</p>
	(c)	<p>Responses might include:</p> <p>The Baptistery is used for Believers' Baptism (Adult Baptism). Churches that do this include the Baptists and Pentecostal churches.</p> <p>Believers' baptism is by total immersion thus the baptistery has to be big enough for the candidate and the minister.</p> <p>A Baptistery is usually set into the floor of the church like a pool with stairs leading down into it. Sometimes they are outside in the church grounds.</p>	3	

Question	Answer	Mark	Guidance
	<p>The person being baptised is tipped backwards into the water by the minister until they are totally submerged.</p> <p>Candidates might understand Baptistery to be the area of the church where the font is to be found. Credit answer if the description is accurate and relevant.</p> <p>Marks will be awarded for any combination of points, development and exemplification.</p>		
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Iconostasis is important as it separates the nave from the sanctuary of the church. It is a bit like an altar rail in Anglican or RC churches. This separation reminds Christians of the separation between the Holy Place and the Holy of Holies in the Temple in Jerusalem.</p> <p>Only the priests are allowed into the sanctuary and the Iconostasis hides the priests from the congregation. This symbolises the division of God with man through sin.</p> <p>The bread and wine for the Eucharist is prepared behind the Iconostasis and then brought through the Beautiful Gates (sometimes called the Royal Doors) in the centre of the Iconostasis to the congregation. This symbolises that Jesus' death was the means whereby God and man were reconciled.</p> <p>The icons on the Iconostasis are representations of Jesus, Mary, the Evangelists or other Biblical characters. These icons are used by Orthodox Christians as a way of focusing their mind for prayer or meditation.</p> <p>Icons are said to be like windows, which allow the believer to see towards God and Heaven.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>If you have a good friend, then you know you can ring them up any time, night or day, if you have a problem and need to talk. They are there for you 24/7. Christians believe the same about God, that he is always there when you need to talk with him.</p> <p>Christians believe that praying is a two-way communication with God as they believe that God responds in some way. This is just as one would expect when talking to a friend.</p> <p>Similarly prayers may be a way of seeking advice and guidance and, just as we go to our friends for these things, so Christians turn to God.</p> <p>Christians believe that God knows everything about them and knows what is in their heart; he would know what was really worrying them. This is the same when you are with a good friend; they can see inside and know what you need.</p> <p>There is also an element of trust and faith when praying, in the same way as you trust your friend.</p> <p>However, some may argue that it is not possible to speak to God directly but that an intercessory may be needed or, indeed, from an atheistic point of view that, as there is no God, then prayer is not possible at all.</p> <p>Some might say that God is so beyond human experience and knowledge that it is impossible to have the sort of relationship one would have with a friend. God has expectations and many Christians might fall short of these expectations therefore some may fear what God might think of them or how he might judge them.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Christian Aid • Tear Fund • CAFOD • CAP • CARITAS • Salvation Army • OASIS • CSE <p>1 mark for correct response.</p>	1	Remember that Red Cross and OXFAM are not Christian organisations.
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Love your neighbour as yourself • You should help others even if they are your enemy • Sell your possessions and give the money to the poor • Whatever you do to help others, you are doing it to God too • Any relevant parables e.g. Good Samaritan <p>1 mark for each correct response.</p>	2	Allow names of one or two parables to do with helping others.
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Part of God's plan that man and woman should live together • provide the right environment for sexual relations • creates an environment where man and woman can support each other • provide the best and safe environment for the upbringing of children <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	Love Companionship Commitment Sexual relations Children

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 promises made during a marriage are important as they state the ways in which the bride and groom will treat each other throughout their married life and the rules by which they will live.</p> <p>The vows are the central part of the service. These promises, which are made in front of God and the witnesses, show that the couple will do everything within their power to grow within their marriage, to support each other, whatever might happen, for as long as they live. By forsaking all others, they are committing themselves to each other.</p> <p>The vows show that life will not be easy and that there will be difficulties and the congregation at the service will pray for God's support for the couple in times of difficulty.</p> <p>Some Christians believe these vows are unbreakable and, even if the couple have to separate, they are still married in the eyes of God.</p> <p>Rings are exchanged during a service as a symbol of these vows and of the eternity of marriage.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>There may be some initial discussion as to whether a Christian needs to attend church to be a Christian; this may have some impact on the candidate's answer.</p> <p>It could be argued that people who do not attend church should not make vows in the presence of God as it is meaningless unless the person actually believes in God. The presence of God is mentioned a number of times in the marriage service and the bride and groom will be making religious statements. Some might say this is hypocrisy, simply to say you are a Christian just to have a church wedding.</p>	12	

Question		Answer	Mark	Guidance
		<p>Some might doubt whether a person would take their vows seriously if they are happy to acknowledge God on this one occasion when they have not on any other. Does it mean their vows are just a convenience, too?</p> <p>It might be argued that some people only wish to get married in the church because it is a nice place to get married and to have your photographs taken and this approach is an insult to the Christian faith.</p> <p>However, another approach might be that a person could be Christian but not attend Church. Surely they should be allowed to get married in a church if they wish as they do believe in God and Jesus.</p> <p>Some might consider the fact that all people within a parish have the right to be married in their Anglican parish church even if they are not baptised or nor attend church and surely those who wish to marry rather than live together should be encouraged to do so even if they are not adherents of the faith.</p> <p>Also, certain life events like baptism, marriage and funerals are the only time some people enter a church and therefore they should not be denied this opportunity even if they do not practice the faith.</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"> • Laws • History • Prophecy • Poetry • Songs • Stories • Wisdom • Myth <p>1 mark for each correct response.</p>	1	

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • For the weekly readings from the Old and New Testament • For the weekly reading from the Gospels • As a stimulus for the sermon • As a stimulus for prayer / meditation • As part of a life event service (e.g. baptism, funeral) • As part of the Eucharist service • As part of the service of Confirmation • Extracts used for festivals (e.g. Christmas or Easter) • Reading of the Psalms <p>1 mark for each correct response.</p>	2	
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Bible is placed on the lectern in a church so it has an important place in the service. In Protestant churches, the lectern is central to show the importance of the word of God. The reader faces the congregation, which also shows the importance of God's words. If the lectern is eagle-shaped, this represents the spread of the word of God around the world. • In some churches a member of the congregation may raise the Bible during the service for everyone to see, again showing respect and in some churches, the readers may bow to the Bible. • Many Christians will have a Bible or Bibles in their homes and they will be places somewhere safe and often passed from generation to generation. Christians take care with the Bible so that it is not mistreated or damaged. • Christians also show respect for the Bible by living their lives according to its teachings. They will study the Bible and try to learn as much as possible. • They may also try to spread the word of God – as commanded by Jesus – so that everyone can benefit from God's words. <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	

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>All Christian Bibles contain 27 books in the New Testament. However, there can be variations in the Old Testament.</p> <p>The Protestant Old Testament contains 39 books; however the Roman Catholic Old Testament contains 46 and the Eastern Orthodox Old Testament even more.</p> <p>These additional books are the Deuterocanonical books (second canon), also known as the Apocrypha (hidden).</p> <p>The Apocrypha was written mainly in the time between the Old and New Testaments.</p> <p>When Martin Luther made his translation of the Bible, he removed the books of the Apocrypha from the Old Testament canon and placed them separately between the Old and New Testament. After that, many Protestant Bibles missed them out completely, as they generally do today. It is possible however to buy Bibles containing the Apocrypha.</p> <p>The reason why the Protestant church decided not to include the books of the Apocrypha in their canon include:</p> <ul style="list-style-type: none"> - the books of the Apocrypha are not in the Hebrew canon, though they were included in the Vulgate and the Septuagint. - they did not believe these books were divinely inspired as the other books of the Bible. - there were no references to any of the Apocrypha books by Jesus or in the New Testament - the books were full of historical, chronological and geographical errors - some of the doctrines and practices in the Apocrypha contradicted those in the accepted Canon. 	6	

Question	Answer	Mark	Guidance
	<p>In 1546 at the Council of Trent, the Roman Catholic church specifically listed the apocryphal books they approved of as being inspired and they are always included in Roman Catholic Bibles and are usually interspersed among the books of the Old Testament.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some Christians might say that Christianity could not exist without the Bible because it is the word of God and the source of all their information about God and Jesus. In John 5, Jesus said, “these are the very scriptures that testify about me.” This shows that Jesus believed the scriptures were important.</p> <p>The Bible is the ultimate authority on Christian tradition and belief. It is also a place where its history is recorded. The Bible is the Christian’s guidebook to life and as such can be read and referred to throughout a person’s life.</p> <p>In the same way the Christian community turns to it for guidance and support when they worship together in church.</p> <p>Some might say that the written word is not important as Christians know what is in the Bible and these teachings and words could be passed on from generation to generation. However, without the actual source of authority – the Bible – the teachings would become corrupted and forgotten and finally lost.</p> <p>On the other hand, the Bible as it is today, containing Old and New Testament was not available until at least 300 years after the time of Jesus. During that time the early church grew and thrived and this was because the words of Jesus were passed on by word of mouth.</p> <p>Even after the first Bibles had been produced, until the translation of the Bible into the vernacular and the invention of the printing press, they were so expensive that hardly anyone could afford them and yet Christianity still continued to grow.</p>	12	

Question	Answer	Mark	Guidance
	<p>Another point may be that Christianity might exist without the Bible (Old and New Testaments) but would it exist without the Gospels? These are the very source books of Jesus' life and teachings and a constant reference book for Christians. However, again it could be said, though the first gospel was not written until about 30 years after Jesus' death, within that time Christianity had flourished without it.</p> <p>A final point might be that, even without the Bible, Christians believe the Holy Spirit is in the world. The Holy Spirit changes lives, gives comfort and guidance and inspires and strengthens Christians. It helps Christians to spread love and peace in the world.</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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