

**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 2016**

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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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## 1. 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.

## 2. 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.

### 3. 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**

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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

<b>Level 3</b> <b>5-6</b>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range/depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>
<b>Level 2</b> <b>3-4</b>	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
<b>Level 1</b> <b>1-2</b>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
<b>Level 0</b> <b>0</b>	<b>No evidence submitted or response does not address the question.</b>


## AO2 part (e) question

<b>Level 4</b> <b>10-12</b>	<p>A <b>good</b> answer to the question.  Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>Answers will reflect the significance of the issue(s) raised</li> <li>Clear evidence of an appropriate personal response, fully supported</li> <li>A range of points of view supported by justified arguments/discussion</li> <li>The information will be presented in a clear and organised way</li> <li>Clear reference to the religion studied</li> <li>Specialist terms will be used appropriately and correctly</li> </ul> <p>Few, if any errors in spelling, grammar and punctuation</p>	<b>Level 2</b> <b>4-6</b>	<p>A <b>limited</b> answer to the question.  Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>Some information will be relevant, although may lack specific detail.</li> <li>Only one view might be offered and developed</li> <li>Viewpoints might be stated and supported with limited argument/discussion</li> <li>The information will show some organisation</li> <li>Reference to the religion studied may be vague</li> <li>Some use of specialist terms, although these may not always be used appropriately</li> </ul> <p>There may be errors in spelling, grammar and punctuation</p>
<b>Level 3</b> <b>7-9</b>	<p>A <b>competent</b> answer to the question.  Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> <li>Selection of relevant material with appropriate development</li> <li>Evidence of appropriate personal response</li> <li>Justified arguments/different points of view supported by some discussion</li> <li>The information will be presented in a structured format</li> <li>Some appropriate reference to the religion studied</li> <li>Specialist terms will be used appropriately and for the most part correctly</li> </ul> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<b>Level 1</b> <b>1-3</b>	<p>A <b>weak</b> attempt to answer the question.  Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>Answers may be simplistic with little or no relevant information</li> <li>Viewpoints may not be supported or appropriate</li> <li>Answers may be ambiguous or disorganised</li> <li>There will be little or no use of specialist terms</li> </ul> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>




Question		Answer/Indicative content	Mark	Guidance
1	a	<p><b>State <u>one</u> of the Ten Commandments that tell Christians <u>not</u> to do something.</b></p> <ul style="list-style-type: none"> <li>• You shall have no other Gods but me.</li> <li>• You shall not make for yourself any idol</li> <li>• You shall not misuse the name of the Lord your God.</li> <li>• You must not kill.</li> <li>• You must not commit adultery.</li> <li>• You must not steal.</li> <li>• You must not give false evidence</li> <li>• You must not be envious of ...</li> </ul> <p>1 mark for correct response.</p>	1	Accept slightly different wording with the same meaning.
1	b	<p><b>Give <u>two</u> beliefs about God in the Apostles' Creed.</b></p> <ul style="list-style-type: none"> <li>• God is the Father</li> <li>• Maker of heaven and earth</li> <li>• Jesus Christ, is his only begotten Son</li> <li>• Jesus sits at his right hand in Heaven</li> </ul> <p>1 mark for each correct response.</p>	2	
1	c	<p><b>Describe <u>one</u> way Christians might obey the first of the two great commandments.</b></p> <ul style="list-style-type: none"> <li>• Attending public acts of worship</li> <li>• Taking part in private acts of worship</li> <li>• Bible reading</li> <li>• Following God's laws</li> <li>• Prayer</li> <li>• Joining religious communities</li> <li>• Meditation</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question		Answer/Indicative content	Mark	Guidance
1	d	<p><b>Explain the importance of Jesus' teaching for Christians about judging others.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jesus taught that if you judge others, you will be judged in the same way. Jesus is not saying that people should not be judged but that judgements should be fair and honest. "Do not judge, or you too will be judged. For in the same way as you judge others, you will be judged, and with the measure you use, it will be measured to you." (Matthew 7:1-2)</p> <p>Jesus also taught that it was wrong to be critical of others and judge their deeds when you have faults of your own. "Why do you look at the speck of sawdust in your brother's eye and pay no attention to the plank in your own eye?" (Matthew 7:2-3). Jesus teaches that you should put your own faults right before you can comment upon or judge the faults of others.</p> <p>Christians cannot expect to receive fair judgement and have their sins forgiven if they do not do the same for others.</p>	6	
1	e	<p><b>"The Sermon on the Mount is all that a Christian needs to believe."</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>In support of the statement, candidates might discuss how The Sermon on the Mount is a collection of stories and teachings that form a summary of Jesus' moral teachings; it is the new law, given to his followers. Just as Moses ascended the mountain to receive and deliver the 10 Commandments/ Torah to the Jews, so Jesus was offering a new interpretation to the Jews of his day.</p>	12	

Question	Answer/Indicative content	Mark	Guidance
	<p>This collection of interpretations of the law, blessings, parables and teachings form the foundation for the Christian way of life. They explain how Christians should worship God and how they should treat others. The principles included in The Sermon on the Mount can be used to cover most eventualities in the lives of its readers. Candidates might use some of the teachings in the Sermon on the Mount and relate them to current situations and dilemmas.</p> <p>Jesus took many of the Jewish laws from the Torah and developed them so that not only actions but also intent is discussed.</p> <p>However, candidates might also point out that The Sermon on the Mount, although being a very important part of the New Testament, deals primarily with moral teachings and that much of moral, ethical and spiritual worth is to be found in other parts of the New Testament.</p> <p>Many of Jesus parables deliver equally important teaching and his miracles are signs of his divinity. The stories of Jesus birth, his death and his resurrection hold the key to who he really is and include the promise of salvation and everlasting life for those who believe.</p> <p>In addition, the New Testament other than the Gospels, contain a wealth of guidance and teachings for Christians.</p> <p>It might be said that The Sermon on the Mount is the only part of the New Testament that a Christian might need for moral guidance but the rest of the New Testament is imperative for the religious and spiritual development of its readers.</p>		
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	

Question		Answer/Indicative content	Mark	Guidance
2	a	<p><b>How many Sundays are there during Advent?</b></p> <ul style="list-style-type: none"> <li>• Four</li> </ul> <p>1 mark for correct response.</p>	1	For Orthodox Christians Advent lasts 40 days therefore there can be 5 or 6 Sundays in Advent.
2	b	<p><b>Give <u>two</u> Christian beliefs connected to the birth of Jesus.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Jesus was God incarnate</li> <li>• Jesus was conceived by the Holy Spirit</li> <li>• Mary was a virgin – Virgin Birth</li> <li>• Jesus was born for ordinary, lowly people</li> <li>• Jesus fulfilled OT prophecy</li> <li>• Born in Bethlehem</li> <li>• Visited by Shepherds and/or Magi</li> </ul> <p>1 mark for each correct response.</p>	2	Please only award 1 mark for either Magi or Shepherds or both.
2	c	<p><b>Describe one way Christians might observe Advent.</b></p> <p>Responses might include</p> <ul style="list-style-type: none"> <li>• Counting down the days</li> <li>• Meditation and reflection on Jesus' incarnation</li> <li>• Light candles to symbolise the coming of the Light of the World; Christingle</li> <li>• Some Christians might still refrain from more luxurious things although few Christians now fast during Advent</li> <li>• Purple will be used in church as a liturgical colour</li> <li>• Increased Biblical study</li> <li>• Reading Old Testament passages, particularly those prophesying the coming of the Messiah</li> <li>• Use of holy in an Advent wreath</li> <li>• Fasting</li> </ul>	3	

Question		Answer/Indicative content	Mark	Guidance
		Marks should be awarded for a statement supported by any combination of development and exemplification.		
2	d	<p><b>Explain why Epiphany is important to Christians.</b> Examiners should mark according to the AO1 descriptors.</p> <p>Epiphany comes from the Greek word meaning “revealing” or “displaying” and refers to the baby Jesus being revealed to the world as symbolised by the Magi (Wise Men) – a time when his identity is made known. The Magi were gentiles and traditionally from other countries around the world. Christians see this as showing that Jesus was born for all nations, not just the Jews, and that followers can come from any of those nations. This is interesting because Matthew, whose gospel includes the story of the Magi, was Jewish but knew that Jesus was for all humankind.</p> <p>Although Epiphany mainly remembers this event, it also remembers Jesus first miracle, the turning of water into wine, and his baptism. These three events all marked Jesus out as someone special.</p>	6	
2	e	<p><b>“Only Christians should celebrate Christmas.”</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Christians might agree with this statement because Christmas is the celebration of the birth of the Son of God and the founder of the religion. The festival was introduced specifically to commemorate this event. Celebrating Christmas reminds Christians of God’s purpose for humankind and how Jesus was sent to teach people the way to live in accordance with God’s will and, ultimately, to die for the salvation of all.</p> <p>Christians might say that the true meaning of Christmas can still be found today and can be celebrated by other Christians. The churches still welcome large numbers of observant – and slightly less observant - Christians to the Christmas</p>	12	


Question	Answer/Indicative content	Mark	Guidance
	<p>services and family services like the Christingle are very popular.</p> <p>Christmas is a time when many people actively involve themselves in charity work and take time out of their lives to help others who are less fortunate.</p> <p>However, many Christians believe that Christmas has become a time of greed, excess, unnecessary debt and selfish behaviour; none of which reflect the true meaning of the original Christmas story. Christmas is no longer a religious holiday because the emphasis is no longer on the birth of Jesus but on presents, food and making money.</p> <p>Those who disagree with the statement might say that Christmas is now celebrated as a secular holiday by those who have no religion or are of other religions. Many people do not even know the religious significance of Christmas.</p> <p>Christmas cards rarely have a religious theme and on TV, the religious aspect is tucked away on a less popular channel at a time of day when few people watch.</p> <p>Even in schools, the celebration of Christmas has been replaced by multi-cultural winter traditions and in some places, people are not even allowed to use the word “Christmas” to refer to this period of celebration.</p> <p>Some people might say there is nothing wrong with this as Jesus was not actually born on this date but that it was commandeered by the early church as a date on which to celebrate this event. Therefore, Christmas can be celebrated by non-Christians as a winter festival.</p>		
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	

Question		Answer/Indicative content	Mark	Guidance
3	a	<p><b>State one living source of authority for the Orthodox Church?</b></p> <ul style="list-style-type: none"> <li>• Patriarch(s) of the Eastern Orthodox Church</li> </ul> <p>1 mark for correct response.</p>	1	Accept the name of the Patriarch of major Orthodox Groups e.g. Constantinople, Antioch, Jerusalem etc.
3	b	<p><b>Give the names of <u>two</u> ecumenical communities.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Iona</li> <li>• Corrymeela</li> <li>• Taize</li> </ul> <p>1 mark for each correct response.</p>	2	
3	c	<p><b>Describe <u>one</u> difference between Roman Catholic and Orthodox worship.</b></p> <p>Responses might include</p> <ul style="list-style-type: none"> <li>• Standing / sitting</li> <li>• Situation of altar</li> <li>• Men and women sitting together / separately</li> <li>• Full immersion of babies for Orthodox baptism</li> <li>• Use of icons by Orthodox</li> <li>• Type of bread used for communion</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question		Answer/Indicative content	Mark	Guidance
3	d	<p><b>Explain the importance of Ecumenical communities for some Christians.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Christian Church began as one church but, over the years, it fragmented into many, diverse churches. This fragmentation led to many years of disagreements, some involving war, death and destruction. The 20<sup>th</sup> century saw the rise of the ecumenical movement, the aim of which is to heal the wounds caused by this fragmentation and promote the unity of Christianity around the world.</p> <p>Although some of the problems that have kept the churches apart for hundreds of years seem insurmountable, much progress has been made recently. The World Council of Churches, whose theme is “All one in Christ” has met regularly since 1948 and this, along with Vatican 2 and the Lima Document have meant that differences are being discussed, resolved and, if not resolved, understood and accepted.</p> <p>Ecumenical communities have been founded with the aim of bringing Christians of different denominations together so that they can understand that, although there are some differences, they all believe in Jesus as their Saviour and God as their one true Lord. They also see the importance of caring for their fellow human beings and living by the simple moral rules that Jesus gave them. Ecumenical communities hope to show that the divisions that exist in the world can be overcome and that their spirituality can bring new life to the Church throughout the world.</p> <p>Members of Ecumenical communities play a big role in the communities in which they exist but also work further afield to help areas the world that are in need of physical, economic and spiritual support.</p>	6	



Question		Answer/Indicative content	Mark	Guidance
3	e	<p><b>“Jesus would not recognise the Christian Church today.”</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>In agreement with the statement, it might be said that the Christian Church would appear very strange to Jesus if he was to return now.</p> <p>As Jesus and his early disciples were Jews, they would be familiar with synagogues and the Jewish service of worship. Many Christian churches would appear very strange to him, not least because of the presence of statues and images, which would go against the 2<sup>nd</sup> commandment. Whilst the Temple in Jerusalem was a magnificent building, the splendour of some of our churches and cathedrals would be alien to him. It might be said that Jesus would be more comfortable in a less-ornate protestant non-conformist church than in St Paul’s Basilica, for example.</p> <p>Jesus might also be concerned about the wealth of the Church. When he sent his disciples out he told them to, “Take nothing for the journey except a staff—no bread, no bag, no money in your belts. <sup>9</sup>Wear sandals but not an extra shirt.” He might not be able to reconcile this with the apparent wealth of some clergy, both in their dress and the way they live.</p> <p>Jesus saw the importance of women therefore, he may be surprised by the discrimination against women in some denominations of the Church.</p> <p>In addition, Jesus might also be unfamiliar with some of his teachings because of the way that they have been interpreted by the Church over the centuries. Similarly, beliefs and practices that have been developed by the Church would be unfamiliar to him. For example, the celibacy of priests, the baptism of infants, confirmation.</p> <p>Christian festivals would be strange to him as he would have celebrated none (except perhaps Pentecost / Whitsun). Jesus and his followers observed the seven Holy Days as prescribed by Judaism.</p>	12	

Question	Answer/Indicative content	Mark	Guidance
	<p>Jesus might also be saddened by the number of denominations in the Christian Church. After all, did he not say, “On this rock I will build my church;” he did not say “churches”.</p> <p>On the other hand, the basic principles of Jesus’ teaching would still be there for him to see. The multitude of charities would show that his teachings about helping others are being followed even after 2000 years.</p> <p>Jesus would be pleased to see that the Church has played an active role in looking after people of all races, religions and nationalities. Charity workers, those in education and medicine and those belonging to religious organisations have all followed Jesus teaching about caring for others and treating everyone as their neighbour; others have tried to live their lives promoting peace and love for the enemy, for example, the Society of Friends.</p> <p>He would see that both Baptism and the Eucharist were still being observed as he requested.</p> <p>The laws of many lands are based on the 10 Commandments. Jesus said, “Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them. <sup>18</sup> For truly I tell you, until heaven and earth disappear, not the smallest letter, not the least stroke of a pen, will by any means disappear from the Law until everything is accomplished. <sup>19</sup> Therefore anyone who sets aside one of the least of these commands and teaches others accordingly will be called least in the kingdom of heaven, but whoever practices and teaches these commands will be called great in the kingdom of heaven.</p> <p>Jesus would also be pleased to see how far his teachings have spread. As the largest religion in the world, Jesus commandment to “go out and preach and teach and spread God’s word” has been fulfilled.</p>		
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	

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