

**GCSE**

**Religious Studies (9–1)**

Unit **J625/01**: Christianity

General Certificate of Secondary Education

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2018

**MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or via the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

**Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.
  - a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - b. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
  - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. Award No Response (NR) if:
  - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts



8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.

9. For answers marked by levels of response:

- **To determine the level** start at the highest level and work down until you reach the level that matches the answer
- **To determine the mark within the level** consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. **Annotations**

	Blank Page – this annotation <b>must</b> 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.
	Noted but no credit given

11. **Awarding Spelling, Punctuation and Grammar to scripts with a 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 1 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 1 above.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

### 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.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

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; it does not provide 'correct' answers, 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

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.

The levels of response start with one from the following list of flag words:

Weak, Limited, Some, Adequate but under-developed, 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 'good' according to the generic levels of response, 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;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

**SPaG is now assessed in e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.**

**The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.**



**Spelling, punctuation and grammar (SPaG) Assessment Grid**

<b><i>High performance 3 marks</i></b>
Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
<b><i>Intermediate performance 2 marks</i></b>
Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
<b><i>Threshold performance 1 mark</i></b>
Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate
<b><i>0 marks</i></b>
The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

**INFORMATION AND INSTRUCTIONS**

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content for parts d) and e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read holistically before applying the relevant Levels of Response.**

**Assessment objectives (AO)**

<b>Assessment Objectives</b>	
<b>AO1</b>	Demonstrate knowledge and understanding of religion and belief including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and their beliefs.</li> </ul>
<b>AO2</b>	Analyse and evaluate aspects of religion, including their significance and influence.

Question	Indicative content	Marks	Guidance
1 (a)	<p><b>Give three ways in which the local church can support family life.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sunday schools</li> <li>• Marking significant stages in life with religious services; 3 different examples are creditable, such as baptism, marriage, funerals, confirmation, first communion would be 1 mark each</li> <li>• youth clubs</li> <li>• mother and child groups</li> <li>• Visiting the sick</li> <li>• Visiting the elderly</li> <li>• Visiting the housebound</li> <li>• Marital and relationship support groups</li> <li>• parenting classes</li> <li>• Family services e.g. messy church, pram service; 3 examples are creditable as 1 mark each</li> <li>• Befriending families in need</li> </ul>	3 AO1	<p>1 mark for each correct response to a maximum of 3 marks</p> <p>3 distinct examples are creditable as 1 mark each</p>
(b)	<p><b>What do Christians mean when they say that Jesus is their Lord?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Jesus is the person to whom they owe their allegiance</li> <li>• Jesus is the person whose teachings they obey</li> <li>• Jesus is the person they look up to</li> <li>• Jesus has divine authority over Christians</li> <li>• Part of the trinity/son of God</li> <li>• Worthy of worship</li> <li>• Adonai = plural/part of trinity</li> <li>• Jesus is God</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p> <p>Review answer as a whole.</p>

Question	Indicative content	Marks	Guidance
(c)	<p><b>Describe one reason why sacraments are important to some Christians.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sacraments are rituals through which the grace of God can be received</li> <li>• They are a visible sign of God, who is invisible</li> <li>• They communicate a special sense of the presence of God</li> <li>• They bring Christians into a better relationship with God</li> <li>• They are special rituals performed by ordained priests</li> <li>• They are (for some Christians) rituals instituted by Jesus</li> <li>• They are rituals that are necessary for salvation</li> <li>• They bring you closer to God</li> <li>• Deepens/strengthens faith</li> <li>• Helps to make you a better Christian</li> </ul>	<p><b>3</b> AO1</p>	<p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
4 (4)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Good selection of appropriate material with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>	2 (2)	<p>A <b>good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• Successful analysis and evaluation of the issue</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> </ul>
3 (3)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate material with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>• Adequate knowledge and understanding of influence on individuals, communities and societies</li> <li>• Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues</li> </ul>		
2 (2)	<p>A <b>limited</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Some understanding of the question shown through limited use of religious knowledge</li> <li>• Some material selected is appropriate but description is limited</li> <li>• Limited knowledge and understanding of different viewpoints within Christianity</li> <li>• Limited knowledge and understanding of influence on individuals, communities and societies</li> <li>• Limited knowledge and understanding of the breadth and/or depth of issues</li> </ul>	1 (1)	
1 (1)	<p>A <b>weak</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Weak understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Weak and/or a small amount of relevant information selected</li> <li>• Weak knowledge and understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> </ul>		<p><b>Some</b> demonstration of analysis and/or evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful</li> <li>• Some analysis and/or evaluation of the significance and/or influence of the issue on different Christian groups</li> </ul>
0 (0)	No response or no response worthy of credit.	0 (0)	

Question	Indicative content	Marks	Guidance
(d)	<p><b>Explain how a pilgrimage to Jerusalem might benefit a Christian spiritually.</b></p> <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate a sound knowledge and understanding of the significance of Jerusalem as the city where Jesus spent his last week on earth, was betrayed, tried, condemned and crucified and where his empty tomb was located. They might give an accurate account of the potential sites to be visited and link them to their part in the last week of Jesus' life. They might note that by visiting the city and the various locations of the events concerned with Holy Week, the passion and resurrection, those events would take on a greater reality and significance for the believer, thus deepening their faith. These benefits might be enhanced by the experience of meeting and sharing experiences with other pilgrims.</p> <p>AO2: Learners might analyse the potential experience of believers as one which benefits them not just in terms of better awareness and understanding, but in promoting deeper spiritual awareness of the sacrifice made for their salvation. The benefit would therefore last beyond the visit itself and could help the believer to grow in faith. They might also become more aware of the diversity and richness of the Christian faith as they find themselves with pilgrims from all branches of the Church.</p>	<p><b>6</b></p> <p><b>4</b> AO1</p> <p><b>2</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10–12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7–9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4–6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul>
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(e)	<p><b>‘Jesus’ teaching in the Sermon on the Mount is too hard to follow.’</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity.</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might refer to specific examples of Jesus’ teaching in the Sermon to demonstrate their knowledge and understanding of its character. For example: that violence should not be met with violence; that thoughts can be as bad as actions; that good works should not be paraded openly; that Jesus’ followers should aim to be perfect as God their Heavenly Father is perfect; that people should be content with what they have rather than seeking new clothes or wanting to change how they look.</p> <p>AO2: Learners might note that the ideals in the Sermon lie at the heart of what it means to be a Christian and many Christians have actually attempted to put Jesus’ words into action; for example, the non-violence of Martin Luther King Junior or the selfless giving of Mother Teresa.</p> <p>The sermon lays down the highest ethical ideals which a Christian should aim to achieve. The requirements are considerable but Jesus would not have set them out as he did if he did not expect that people could fulfil them. He did show it was possible to follow them by the way he acted in his own ministry and how he conducted himself at his trial and during his suffering and death on the cross.</p> <p>Learners might note that the teaching is about ‘right motivation’. Jesus said that the Kingdom of God was in the hearts of people and the teaching in the Sermon seems to emphasise that getting things</p>	<p><b>15</b></p> <p><b>3</b> AO1</p> <p><b>12</b> AO2</p> <p><b>3</b> SPaG (✍)</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>



Question	Indicative content	Marks	Guidance
	<p>right in one's heart is what matters and that will lead to right actions as well.</p> <p>Learners might note, however, that some of the ideals are just impossible to follow in a modern society and perhaps always have been. It is surely almost impossible to avoid adulterous thoughts or the feeling of anger towards others. The idea that violence should be met with non-violence just does not sit easy with the need to defend family if attacked and it certainly seems inadequate on the international and political stage. This idea was abandoned by Christians centuries ago and violence is justified in the idea of the Just War set out by Thomas Aquinas.</p> <p>They might also point out that Jesus was speaking to people who were bound by the Jewish Law and he is reinterpreting it for them, which may not be relevant for people today.</p> <p>Learners might consider that the stimulus suggests that the teaching is too hard to follow, but that does not mean it should not be attempted. When teaching the disciples how to pray, Jesus seems to accept that failure will be inevitable as people need to ask for forgiveness ('forgive us our sins'). The teaching is an aspirational set of maxims which show what people could be like and how they could live. St Paul referred to the good he would like to do but also to his failure to achieve it and his tendency to do the opposite. Consequently, it is better to have tried to be perfect and failed than not to have tried at all. Martin Luther King Junior, for example, succeeded in using non-violence although many of his followers found it hard not to respond to violence with violence; nevertheless, they did try to follow that teaching. So it can be said that people do try to apply the teachings today and sometimes succeed.</p> <p>Aspects of the teaching are to be found at the heart of many charities and in the underlying principles of modern western societies and the Universal Declaration of Human Rights. Non-judgmental attitudes are central to aspects of the work of the National Health Service and organisations like the Samaritans. The condemnation of hypocrisy by Jesus is often echoed in attitudes to public figures.</p>		

Question		Indicative content	Marks	Guidance
2	(a)	<p><b>Describe what Advent means to some Christians.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Definition of the term</li> <li>• Advent is the period of expectation of the arrival of Jesus</li> <li>• It reminds Christians of the significance of the birth of Jesus as the Saviour</li> <li>• It is a period of preparation to receive the great gift of God's son, given to mankind</li> <li>• In some denominations it gives the opportunity to receive the sacrament of Reconciliation</li> <li>• It is a time to reflect on the second coming</li> <li>• It is a time to recall the story of the incarnation and the role of Mary</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p> <p>Response should be reviewed as a whole</p>
	(b)	<p><b>Describe the role of the serpent in the story of the Fall.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The serpent undermines the instruction which God gave Adam and Eve</li> <li>• The serpent tempts the woman to eat the fruit of the tree in the middle of the garden, which God has forbidden them to do</li> <li>• The serpent is crafty and puts doubt into the woman's mind by saying, 'Did God really say you must not eat from any tree in the garden?'</li> <li>• The serpent contradicts God by assuring the woman that she will not die from eating the fruit of the tree because her eyes will be opened to good and evil</li> <li>• The serpent seems to be saying that because Adam and Eve have a choice (to take the fruit or to leave it), the outcome cannot really be bad or they would not have been given the choice</li> <li>• the serpent represents the devil/Satan</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>
	(c)	<p><b>What do Christians mean when they say that God is omniscient?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Literally this means 'all knowing'</li> <li>• God knows everything that people do, have done and will do</li> <li>• God knows everything that has happened in the past and that will take place in the future</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>

	<ul style="list-style-type: none"> <li>Nothing can be hidden from him</li> <li>For God to be omnipotent and transcendent then, logically, he also has to be omniscient</li> </ul>		Review response as a whole.
--	---	--	-----------------------------

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
4 (4)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>Good selection of appropriate material with detail and/or developed explanation</li> <li>Good knowledge and understanding of different viewpoints within Christianity</li> <li>Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>	2 (2)	<p>A <b>good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>Successful analysis and evaluation of the issue</li> <li>Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> </ul>
3 (3)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>Adequate understanding of the question shown by some use of religious knowledge</li> <li>Selection of appropriate material with superficial explanation and/or description</li> <li>Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>Adequate knowledge and understanding of influence on individuals, communities and societies</li> <li>Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues</li> </ul>		
2 (2)	<p>A <b>limited</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>Some understanding of the question shown through limited use of religious knowledge</li> <li>Some material selected is appropriate but description is limited</li> <li>Limited knowledge and understanding of different viewpoints within Christianity</li> <li>Limited knowledge and understanding of influence on individuals, communities and societies</li> <li>Limited knowledge and understanding of the breadth and/or depth of issues</li> </ul>	1 (1)	<p><b>Some</b> demonstration of analysis and/or evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful</li> <li>Some analysis and/or evaluation of the significance and/or influence of the issue on different Christian groups</li> </ul>
1 (1)	<p>A <b>weak</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>Weak understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>Weak and/or a small amount of relevant information selected</li> <li>Weak knowledge and understanding of different viewpoints within Christianity</li> <li>Weak knowledge and understanding of the influence on individuals, communities and societies</li> <li>Points may be listed and/or lacking in relevant detail related to the issues</li> </ul>		
0 (0)	No response or no response worthy of credit.	0 (0)	No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
(d)	<p><b>Explain why Christians differ in their understanding of the need for salvation.</b></p> <p>Learners might consider some of the following:</p> <p>AO1: Learners might point out that in Christian teaching humans need God’s salvation. They might explain that different understandings of the need for salvation are the result of different attitudes towards the way in which mankind’s relationship with God has gone wrong, making salvation necessary.</p> <p>For example, some will explain that the Fall, possibly as a historical event, caused mankind to be separated from God and deserving of punishment. All mankind is fatally flawed from birth by original sin, which people cannot wipe away; hence the need for salvation which can only be provided by God.</p> <p>Others take the view that the story of the Fall is a parable of the human condition, which is one of separation from God due to human sin committed by people during their lives and not inherited from the sin of Adam and Eve. Romans 3.23: ‘All have sinned and fallen short of the glory of God.’ Salvation is needed to rescue people from the punishment that follows their own sin.</p> <p>Some might explain that salvation is necessary because, despite their best efforts, people act in sinful ways and cannot avoid breaking the relationship with God and incurring his wrath and punishment. Human attempts to rectify the situation are insufficient. Romans 7:19: For I do not do the good I want to do, but the evil I do not want to do - this I keep on doing.’ Salvation and the subsequent restoration of that broken relationship has to come from God himself through his grace.</p> <p>AO2: Learners might further observe that salvation is not just about avoiding punishment in the future but about being able to live in harmony with God and fellow human beings now, enabling Christians to help make our broken world a better place. The emphasis on the need for salvation to avoid future punishment should be balanced by the need to live life as a Christian – one who has been saved and who can therefore bring others to salvation as well. Reasons for differences in Christian</p>	<p><b>6</b></p> <p><b>4</b> AO1</p> <p><b>2</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p>AO2 should focus on why they differ</p>

Question	Indicative content	Marks	Guidance
	understanding may include; denominational differences, interpretation of text, theological focus, historical context, individual/collective needs, how Jesus's death achieves salvation		

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10–12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> <p><b><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></b></p>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7–9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul> <p><b><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></b></p>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4–6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></p>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(e)*	<p><b>‘Prayer is the most important part of any church service.’</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate a sound knowledge and understanding of the nature of public worship and the importance of prayer as a component of a church service. They may offer knowledge and understanding of any types of prayer and any form of worship found in any denomination or several.</p> <p>AO2: Prayer is something Jesus is recorded as giving instructions about to his disciples. He gave them the Lord’s Prayer and the Gospels record that he prayed on several occasions, so it can be considered a key aspect of Christian worship which Jesus encouraged.</p> <p>The structure of services has often been set down and regulated by a denomination; the authority which guides how a service should be performed could be contained, for example, within the Book of Common Prayer, the Missal or an order of service, all of which give specific wording for prayer. As a result, some might argue that prayer is of great importance because it is regulated and encouraged by church authorities and should therefore be the central focus of worship and services. It might also be argued that private prayer can be undertaken at any time or place, but that a church service gives the opportunity for Christians to pray together and that corporate prayer is vital for the spiritual well-being of the Christian community.</p> <p>Learners might, on the other hand, refer to the other potential components of a church service, for example the hymns, readings, sermon or Eucharist. In some protestant churches, such as the Baptist Church, prayer is not always given the same importance as the sermon or the reading of the Bible. In</p>	<p><b>15</b></p> <p><b>3</b></p> <p>AO1</p> <p><b>12</b></p> <p>AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question	Indicative content	Marks	Guidance
	<p>other denominations it is the celebration of the Eucharist that is most significant and whilst that may involve some prayers they are only part of the ritual. Prayer is important but is highly controlled and not necessarily the most important activity.</p> <p>Learners might suggest that formal prayers are only part of the story. The words of hymns can often be like a prayer. They might also suggest that a prayerful attitude is needed throughout a service for the worshipper to participate in and benefit from all of it. The Catholic Church's description of prayer as 'raising one's heart and mind to God' suggests that prayer actually pervades the whole of the service.</p> <p>Others might point to charismatic or less formal forms of worship which are not led by strict liturgy and where extemporary prayer can be a very significant and personal part of worship, originating from the congregation as well as from any authority figures in the service.</p> <p>In conclusion, learners might note that whilst hymns or readings could be omitted, worship without prayer makes no sense. Prayer is the congregation communing with God and so must be the most important aspect.</p>		



AO Grid

Question	AO1	AO2	SPaG	Total
1a	3			3
1b	3			3
1c	3			3
1d	4	2		6
1e	3	12	3	18
2a	3			3
2b	3			3
2c	3			3
2d	4	2		6
2e*	3	12		15
<b>Total</b>	<b>32</b>	<b>28</b>	<b>3</b>	<b>63</b>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

 **Cambridge  
Assessment**

