

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 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

<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	No evidence submitted or response does not address the question.


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>

4. Subject specific instructions


Question		Answer/Indicative content	Mark	Guidance
1	a	<p>What is the lectern used for in a church?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • On which to rest the Bible • From which to read scriptures and sermons • Sometimes to lead prayers or homilies • Usually used by the laity for Bible readings • As a symbol for showing the spreading of the word of God. <p>1 mark for correct response.</p>	1	Allow sermon if stated alone as some churches do not have a pulpit and use the lectern instead, e.g. newer Roman Catholic churches.
1	b	<p>Give <u>two</u> types of private prayer.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Grace before meals • Asking for forgiveness • Petitionary prayer • Praying for another (intercession) • Praying for help for oneself (supplication) • Thanksgiving • Asking advice • The Rosary <p>1 mark for each correct response.</p>	2	<p>Please do not accept meditation, contemplation or reflection.</p> <p>Answers must contain the element of communication between the believer and God.</p>
1	c	<p>Describe <u>one</u> of the main features of a Sunday service of worship.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sermon based on a Biblical passage or topical issue • Reading of the scriptures – Old Testament, New Testament and Gospels • Eucharist / communion 	3	

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> • Hymn singing / choir • Prayer – possible different types <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
1	d	<p>Explain how the inside of a church might show what Christians believe.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The actual shape of a church can show a particular Christian belief. Churches built in cruciform shape show the importance of Christ's crucifixion for Christians and churches with domes symbolise the concept of Heaven. The direction of the church – towards the Holy Land or east towards the rising sun – shows the importance of the life of Jesus and the events that took place there.</p> <p>Symbols represent different beliefs, for example, crucifix/cross (Jesus' death/Jesus' resurrection), candles (Jesus Light of the World), Chi-Rho (first two letters of Christ in Greek), dove (symbol of Holy Spirit); symbols of the Trinity might include interconnecting circles, shamrock, triangle etc. Symbols can be found as pictures, carvings, statues, bas-relief, stain-glass windows. Windows can tell Biblical stories, thus showing stories and beliefs.</p> <p>Liturgical colours can indicate the character of the liturgical season.</p> <p>The importance of the altar in some churches indicates the importance of the Eucharist, whilst in other churches, the pulpit or baptistery might be more prominent, showing the increased significance of the rituals that take place there.</p>	6	

Question		Answer/Indicative content	Mark	Guidance
1	e	<p>“Christians cannot worship properly without a religious leader.”</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 the importance of religious leaders in a number of denominations; they lead services, give advice, conduct festivals and life events, etc. The Eucharist, for example, cannot take place without a religious leader being present.</p> <p>Candidates might mention the idea of the Apostolic Succession in the Roman Catholic Church and how the Pope is a direct link to Peter and Jesus and the establishment of the Church. They might say that all religious leaders form part of this historical chain.</p> <p>Religious leaders look after the church and all those who live in the parish. His/her role is to look after all parishioners even if they are not practicing Christians. They do home visits, hospital visits, help in schools, etc.</p> <p>Religious leaders are also teachers, advisors and counsellors. The congregation rely on them to teach them the Christian message and explain it so that it is relevant to them and to the world they live in.</p> <p>On the other hand, some denominations, e.g. Society of Friends, do not have religious leaders as such. Some Christians believe that all followers of Christ are equally important and equally valuable members of the church community. Groups of Christians might discuss the Christian message and give advice without one specific leader being present. Jesus said, “For where two or three gather in my name, there am I with them.” Jesus did not specify that one of them needed to be a religious leader therefore worship can take place without a leader.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	


Question		Answer/Indicative content	Mark	Guidance
2	a	<p>State <u>one</u> phrase from the marriage ceremony that shows Christians believe that marriage is for life.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Till death parts us • For as long as you both shall live • Let no man put asunder <p>1 mark for correct response.</p>	1	<p>Please accept slight variation in words.</p> <p>Please do not accept the word 'forever' on its own.</p>
2	b	<p>Give <u>two</u> ways parents might fulfil the promises they made at their child's baptism.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Family prayer • Family Bible Reading • Taking child to church • Encouraging them to help with charitable deeds • Encouraging and preparing them to be confirmed when older • Leading by example • Send to a religious school <p>1 mark for each correct response.</p>	2	

Question		Answer/Indicative content	Mark	Guidance
2	c	<p>Describe the role of the Bishop in a Confirmation service.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prays for the candidate to receive the Holy Spirit • Laying hands on the head of the candidate • Anoints the forehead of the candidate with chrism • Blesses the candidate • May offer slight blow to the cheek to symbolise the suffering that may come the way of Christians • The Bishop is a symbol of inclusion into the Church, which has existed from the time of Jesus <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
2	d	<p>Explain why some Christians join religious communities.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Men and women who enter a religious community do so because they feel that they have been called by God to serve him and their fellow human beings as part of such a community. They believe it is their vocation and will join a monastery, convent or other type of community.</p> <p>Those belonging to these communities feel that they can worship God with others of the same belief and also serve the community through, for example, nursing or teaching or social work. These people are putting their beliefs into practice, finding time to worship God and help others 100% of the time.</p> <p>Those who belong to more enclosed orders feel that their prayer and devotion to God can help the people of the world and that their lives, though enclosed, are valuable and useful. Most of all, those joining such communities wish to have a closer bond with God.</p>	6	

Question		Answer/Indicative content	Mark	Guidance
2	e	<p>“For Christians, actions speak louder than words.”</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might support the statement by saying that Jesus did not just tell people what they should do but he demonstrated what they should do by his actions. He even upset the religious leaders because of what he did. Jesus showed compassion towards the sick and the poor and the outcast and therefore Christians should do the same. He also taught how people should treat others. Jesus did not just sit and read God’s words, he lived and breathed them and that is what Christians should do, too.</p> <p>However, the words inspire and guide the actions. The Bible tells Christians how they should lead their lives. Without a knowledge and understanding of God’s words, the actions taken would not be as meaningful or lack direction. God’s and Jesus’ words are holy and sacred and should not be ignored or denied.</p> <p>There are also those Christians who belong to an enclosed order who believe that prayer, silent reflection, contemplation and Bible study are very powerful in helping the world and those in need. Here the words are more important than the consequent actions.</p> <p>It could be said that both words and actions are equally important as the Bible tells Christians what to do and that they then should go and do it.</p>	12	Credit answers where students interpret ‘words’ to mean prayers or similar or people making their point verbally.
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer/Indicative content	Mark	Guidance
3	a	<p>Name the first book of the Bible.</p> <ul style="list-style-type: none"> • Genesis <p>1 mark for correct response.</p>	1	
3	b	<p>Give <u>two</u> reasons why the Old Testament is important to Christians.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Gives information about the history of the Jewish people, some of whom became the early Christian Church • The Old Testament gives Christians a valuable insight into God's creation of the earth and his purpose for humankind. • It contains prophecies relating to the coming of the Messiah, believed by Christians to be Jesus Christ • The Old Testament contains beautiful stories about people and their faith in God. • Contains important teachings <p>1 mark for each correct response.</p>	2	Single word answers are not acceptable as the questions ask why the Old Testament is important. Answers may begin with, 'because ...'

Question		Answer/Indicative content	Mark	Guidance
3	c	<p>State three types of literature in the Bible.</p> <ul style="list-style-type: none"> • Law • Prophecy • History • Story / Narrative • Poetry • Wisdom • Gospels • Letters • Apocryphal <p>1 mark for each correct response.</p>	3	
3	d	<p>Explain why the New Testament is important to Christians.”</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The life and teachings of Jesus are found in the New Testament and it is therefore needed by Christians to inform their faith. The main events in Jesus’ life are found in the Gospels along with all his teaching. Christians believe Jesus was the fulfilment of Old Testament prophecies and the New Testament shows this. The Acts of the Apostles and the Epistles are important to Christians because they tell them about the life of the early Church and offer advice on how to be a good Christian. Christian belief can be understood from the New Testament alone without reference to the Old Testament and therefore it is the most important document to Christians.</p>	6	

Question		Answer/Indicative content	Mark	Guidance
3	e	<p>“The Bible is a work of fiction.”</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>In supporting the statement, some candidates might say that it is impossible to prove the authenticity of the Bible. If it were possible then Christianity would be fact not faith. The Bible was written by men and it is not possible to say whether they were inspired by God, whether they wrote the actual words of God or they made it up; if the latter is true then it is just like a fantasy novel.</p> <p>There are many strange and wonderful things that happen in some of the narratives in the Bible; those without faith might see this as proof that the Bible is fictional, as they cannot believe that such things could possibly happen in real life.</p> <p>However, Christians and those of other religions who see the Bible as holy scripture believe that God did inspire and/or instruct the writers of the Bible and that, those with faith in God and an understanding of his omnipotence and his omniscience will accept that the impossible becomes possible. After all, did Jesus not say, “With man this is impossible, but with God all things are possible.”?</p> <p>With all the scientific and technological knowledge that is available in the world today, some people have lost the ability or the desire to believe in things that cannot be proven in a laboratory. Faith requires a person to look beyond the natural world and to embrace that which may seem beyond nature or beyond comprehension.</p> <p>Much of the Bible has been proven to be historically accurate; why then is it so difficult to believe that other parts might be accurate, too?</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

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