

# **Religious Studies A (World Religion(s))**

General Certificate of Secondary Education

Unit **B572**: Christianity 2 (Worship, Community and Family, Sacred Writings)

## **Mark Scheme for June 2013**

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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.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

**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.

**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, ie 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>	<p><b>No evidence submitted or response does not address the question.</b></p>

## AO2 part (e) question

<b>Level 4</b> <b>10–12</b>	<p>A <b>good</b> answer to the question.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sermon</li> <li>• Reading of the New Testament.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Jesus is Condemned to Die</li> <li>• Jesus is Made to Bear His Cross</li> <li>• Jesus Falls the First Time</li> <li>• Jesus Meets His Mother</li> <li>• Simon Helps Jesus Carry His Cross</li> <li>• Veronica Wipes Jesus' Face</li> <li>• Jesus Falls the Second Time</li> <li>• Jesus Meets the Women of Jerusalem</li> <li>• Jesus Falls the Third Time</li> <li>• Jesus is Stripped</li> <li>• Jesus is Nailed to the Cross</li> <li>• Jesus Dies on the Cross</li> <li>• Jesus is Taken Down from the Cross</li> <li>• Jesus is Laid in the Tomb.</li> </ul> <p>Accept alternative wording as long as the answers are correct</p> <p>1 mark for each response.</p>	2	<p>Please accept Jesus rises from the dead for the last Station as there is a 15<sup>th</sup> Station in some churches.</p>

Question	Answer	Marks	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Prayer including Lord's Prayer</li> <li>• Bread is received/shared amongst the congregation</li> <li>• Wine (grape juice) is usually received/shared amongst the congregation</li> <li>• Bible readings from the Gospels</li> <li>• The Creed is said</li> <li>• Blessing</li> <li>• Elevation of the Host</li> <li>• Ringing the Bell</li> <li>• Genuflexion</li> <li>• Individual spiritual experience</li> <li>• The bread and wine are consecrated.</li> <li>• The Peace</li> <li>• The offertory</li> <li>• Transubstantiation</li> <li>• Sermon</li> <li>• Explain the symbolism of the bread and wine.</li> </ul> <p>1 mark for each response.</p>	3	Allow ONE generic answer, but NOT hymns.
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The church as a building is the centre of the Christian community; it is where the vicar can minister to his congregation and to the wider community. He will lead services or offer advice.</p> <p>The vicar/priest might hold classes before baptism, confirmation or marriage or Bible study classes.</p> <p>The church is the meeting place for Christians. It is where services take place and where festivals and life events are celebrated.</p> <p>The church is important for Christian worship; it is where Christians can come together to worship together and to take part in sacraments like Eucharist (Holy Communion or Mass).</p> <p>The church can be used for community events such as concerts and drama.</p>	6	If response only mentions secular activities stop at Level2

Question	Answer	Marks	Guidance
	<p>Young people use it for clubs and activities eg Brownies, Scouts and others may use it for Mothers and Toddlers or Senior Citizens and so on.</p> <p>The church may also become the centre of the community at times of rejoicing or times of sadness or fear.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>In agreement with this statement, candidates might offer the fact that Christianity is a way of life and not just something you do on Sundays.</p> <p>They may discuss that it is very important that Christians practise what they believe and that they should live their lives according to God's laws each and every day.</p> <p>Also, Christians should pray and study the Bible daily. This is supported by the fact that many churches have mid-week services.</p> <p>Some Christians would say that living a Christian life is an act of worship in itself.</p> <p>Candidates might argue against the statement by saying that Sunday is a special day as it was the day that Jesus rose from the dead and the day chosen by the early Christians to meet and worship.</p> <p>It might be suggested that, in today's busy world, it is very difficult, if not impossible to worship equally every day of the week. The pressures of work, travelling, flexible hours and modern family life do not allow time to be put aside for worship. In addition, even for some who are nominally Christian, formal organised worship is becoming less popular.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using a separate marking grid on page 3.	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• Candle</li> <li>• Shell</li> <li>• Oil</li> <li>• White garment</li> <li>• Cross</li> <li>• Font.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reject the devil</li> <li>• Renounce evil</li> <li>• Repent of sins</li> <li>• Turn to Christ</li> <li>• Submit to Christ</li> <li>• Come to Christ.</li> <li>• To bring up the child in the Christian faith</li> <li>• To be an example/role model for the child</li> <li>• To remind the child annually of his/her baptism</li> </ul> <p>Accept alternative wording as long as the meaning is correct.</p> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Prayers</li> <li>• Laying hands on candidates head</li> <li>• Promises made by candidate</li> <li>• Signing of the Cross</li> <li>• Blessing</li> <li>• Taking Holy Communion</li> </ul>	3	Allow ONE generic answer which can include hymns.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Anointing with chrism/water</li> <li>• Candidates testimony</li> <li>• Actions of the sponsor</li> <li>• Hymns</li> </ul> <p>1 mark for each response.</p>		
<b>(d)</b>	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The service of Confirmation is the way that a Christian might show commitment to their religion. This is a personal commitment as is made by the person themselves, unlike Infant Baptism when the decision is made by the parents. Confirmation could be said to be the final part or culmination of Infant Baptism.</p> <p>At Confirmation, the candidate renews the vows made for them by their parents at baptism.</p> <p>Christians believe that, at Confirmation, they receive the seven fruits (or gifts) of the Holy Spirit (reverence, understanding, courage, knowledge, wisdom, awe and wonder and right judgement).</p> <p>Christians believe that just before Jesus ascended to Heaven, he promised, “to send you what my Father has promised; but stay in the city until you have been clothed with power from on high.” This was the Holy Spirit and Christians believe it comes to them at Confirmation.</p> <p>To show the importance of Confirmation, it is often performed by the Bishop.</p> <p>Confirmed Christians are allowed to take part in the Eucharist (Holy Communion/Mass) and the service of Confirmation usually includes a Eucharistic service.</p> <p>Confirmation is the start of the adult journey in Christianity by a fully committed Christian.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>There are a growing number of Christians who would agree with this statement. If baptism is supposed to be the personal acceptance of Jesus as Saviour and the conscious choice to accept the Gospels, then it is not possible for a baby or a small child to do this.</p> <p>Baptism is meant to be the immersion of a believing adult not the sprinkling of an unbelieving baby. Indeed, in the Christian Orthodox Church a baby is baptised and confirmed at the same time.</p> <p>There is no Biblical authority for infant baptism; it was introduced by the church much later.</p> <p>While parents would wish their children to follow their own beliefs, many would say that it is not fair to make a choice for the child before it is capable of understanding. For many children, their religion is a matter of chance – where they are born, who their parents are, local tradition – and not a matter of choice.</p> <p>Surely it is much better to bring a child up to be aware of the spiritual aspects of life and in the knowledge of all religious beliefs and traditions so that they can make their own informed choice about their religious life when they are old enough.</p> <p>Others might disagree with the statement because, although a young person should know and understand what they may be committing to, a religious commitment is just the beginning of an adult life of belief, a time from when his or her beliefs will develop and grow.</p> <p>If Confirmation includes the gifts of the spirit, which will guide a Christian through their lives, surely these gifts should be given to young people as they are ready to go out into the world more and face temptations and dangers.</p> <p>Chronological age does not equate with spiritual or psychological or developmental age; it could be said that some adults do not fully grasp the full meaning of religious commitment while may children do.</p>	12	

Question	Answer	Marks	Guidance
	<p>While it is true that many people do not personally commit until they are well into their teenage years, in Christianity and some other religions, it does happen earlier, for example, many Roman Catholic children are confirmed before the age of 12; Jewish boys and girls will commit at 13 and 12; the Hindu Sacred Thread ceremony can take place as young as 7 or 9.</p> <p>In addition, some Christians believe that infant baptism is not just a commitment but it is also when the child receives God's grace and salvation; it goes much deeper than a simple service of membership. In the same way that parents will do the best for the baby – feed, bathe, love, comfort – then they will do their best for the baby spiritually.</p> <p>Jesus welcomed children and compared the Kingdom of Heaven to children.</p> <p>Also, in Acts 2 Peter said, "Repent and be baptised, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit. The promise is for you and your children and for all who are far off – for all whom the Lord our God will call." This could imply that children could be baptized and receive the spirit.</p>		
✍	Spelling, punctuation and grammar (SPaG) are assessed using a separate marking grid on page 3.	3	

Question	Answer	Marks	Guidance																												
3 (a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The Holy Book of Christianity</li> <li>• The Holy Writings/Scriptures of Christianity</li> <li>• The Old Testament and the New Testament</li> <li>• The Christian Holy Book</li> <li>• Sacred Writings of Christianity</li> <li>• The Bible is a collection of stories sent from God.</li> </ul> <p>Accept alternative wording as long as the meaning is correct.</p> <p>1 mark for response.</p>	1																													
(b)	<p>Responses might include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Matthew</td> <td>Timothy I</td> </tr> <tr> <td>Mark</td> <td>Timothy II</td> </tr> <tr> <td>Luke</td> <td>Titus</td> </tr> <tr> <td>John</td> <td>Philemon</td> </tr> <tr> <td>Acts</td> <td>Hebrews</td> </tr> <tr> <td>Romans</td> <td>James</td> </tr> <tr> <td>Corinthians I</td> <td>Peter I</td> </tr> <tr> <td>Corinthians II</td> <td>Peter II</td> </tr> <tr> <td>Galatians</td> <td>John I</td> </tr> <tr> <td>Ephesians</td> <td>John II</td> </tr> <tr> <td>Philippians</td> <td>John III</td> </tr> <tr> <td>Colossians</td> <td>Jude</td> </tr> <tr> <td>Thessalonians I</td> <td>Revelation</td> </tr> <tr> <td>Thessalonians II</td> <td></td> </tr> </table> <p>1 mark for each response.</p>	Matthew	Timothy I	Mark	Timothy II	Luke	Titus	John	Philemon	Acts	Hebrews	Romans	James	Corinthians I	Peter I	Corinthians II	Peter II	Galatians	John I	Ephesians	John II	Philippians	John III	Colossians	Jude	Thessalonians I	Revelation	Thessalonians II		2	
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Question	Answer	Marks	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reading passages from the Bible each day or regularly</li> <li>• Inspiration for prayer or meditation or reflexion</li> <li>• Reassurance in times of need</li> <li>• Advice for problems</li> <li>• Reading about people in the Bible who showed faith or inspired others.</li> </ul> <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Old Testament is the written word of God. It contains stories of the Creation and God's laws. It also contains God's laws (Noahide and Mosaic).</p> <p>The Old Testament is the Jewish Scriptures. Jesus was Jewish, as were his first followers therefore the Old Testament was very important to them and Jesus often quoted from the Old Testament.</p> <p>Christians believe that Jesus came to fulfil the scriptures not to destroy them so he recognised the importance of the Jewish Scriptures (Old Testament). The Old Testament teaches and prophesies about the Messiah thus allowing Christians to recognise Jesus for who he is.</p> <p>The Old Testament is essential if you are to understand the New Testament fully. As the New Testament is the fulfilment of the Old Testament, they need to be read together.</p> <p>There is a great wealth of literature in the Old Testament and many valuable teachings.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following.</p> <p>Christianity is a way of life; it is so much more than reading and believing a book. Some might say that the Bible is only the starting point of being a Christian and it is how the words of the Bible are put into action that is important.</p> <p>When Jesus told his stories, he did not expect his followers to listen to him and then ignore what he had said; he expected them to put his teachings into action, helping the poor, worshipping God, leading by example and so on.</p> <p>It could be said that a person could spend all day reading the Bible but, if they do nothing about what they read then what is the point?</p> <p>In the book of James in the New Testament it says that faith, if not accompanied by action, is dead. In the same way, it could be said that reading the Bible without living it is of no purpose.</p> <p>In addition, it might be said that, in the days before the majority of people could read, there were still many who had a deep faith and lived a Christian life.</p> <p>On the other hand, many Christians would say that the Bible is their “guidebook for life.” The Bible contains all the back ground to and the story of Jesus’ life and teaching. Not only that but the Bible contains some of the closest accounts we have of Jesus teaching and miracles and is a dependable source.</p> <p>It might be said that you cannot learn to drive and pass your test without reading the Highway Code; similarly, how can you be a Christian without knowing and studying the sacred writings and using them to help you live your life.</p> <p>The Bible also offers advice and guidance and joins all Christians together.</p>	12	
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