

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education **B571**

Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, 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 will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

INSTRUCTIONS TO EXAMINERS

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

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.

AO1 part (d) question

Level 0 0	No evidence submitted or response does not address the question.
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 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 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 and 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

AO2 part (e) question

Level 0 0	No evidence submitted or response does not address the question.
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 • Errors of grammar, punctuation and spelling may be intrusive
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 • There may be errors in spelling, grammar and punctuation
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 • There may be occasional errors in spelling, grammar and punctuation
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 • Few, if any errors in spelling, grammar and punctuation

		Mark Scheme	Mark	Rationale/Additional Guidance
Answer any two questions, you must answer all parts (a-e) of the questions you choose.				
1	a	<p>Give <u>one</u> of the Beatitudes.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>Blessed are the poor in spirit</i> • <i>Blessed are they who mourn</i> • <i>Blessed are the meek</i> • <i>Blessed are they who hunger and thirst for righteousness</i> • <i>Blessed are the merciful</i> • <i>Blessed are the pure of heart</i> • <i>Blessed are the peacemakers</i> • <i>Blessed are they who are persecuted because of righteousness.</i> <p>1 mark for response.</p>	1	Accept alternative wording as long as the meaning is the same, e.g. gentle/meek; righteousness/justice
1	b	<p>Give <u>two</u> teachings from the Sermon on the Mount about how to treat others.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>Settle matters quickly with someone you have a dispute with</i> • <i>Turn the other cheek – do not seek revenge</i> • <i>Love your enemies</i> • <i>Give to the needy – but secretly unlike the hypocrites</i> • <i>Do not judge – or you too will be judged</i> <p>1 mark for each response.</p>	2	
1	c	<p>Explain why the Lord's Prayer is important to Christians?</p> <p>Responses might include:</p>	3	

		<ul style="list-style-type: none"> • <i>It was given to them by Jesus himself as an example of how to pray to God</i> • <i>It is the only prayer attributed to Jesus himself</i> • <i>It is recorded twice in the Gospels</i> • <i>The Lord's Prayer contains all the essentials of Jesus' teaching</i> • <i>It is said regularly by most Christians as a model way to pray</i> • <i>It is a way for Christians to praise and adore God</i> • <i>It is way for Christians to express their wish for the Kingdom of God to come to earth</i> • <i>It is a way for Christians to ask for help and protection in their daily lives</i> • <i>It is a way of Christians asking for God to sustain them physically and spiritually.</i> <p>A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.</p>		
1	d	<p>Explain how Christians might follow the two great commandments in their lives.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • <i>Loving God through worship</i> • <i>Loving God through following his commandments and the teachings of Jesus</i> • <i>Loving God through caring for his creation i.e. people, other living creatures, the world</i> • <i>Loving your neighbours through charity work</i> • <i>Loving your neighbours by adopting a non-violent lifestyle</i> 	6	

		<ul style="list-style-type: none"> • <i>Loving your neighbour by helping them and supporting them in time of need.</i> • <i>Loving your neighbour by behaving honestly towards them.</i> 		
1	e	<p>“No-one can live up to the standards expected in the Sermon on the Mount.”</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • <i>Jesus would not have asked people to do more than they were able to.</i> • <i>The teachings of the Sermon on the Mount are there for a person to aspire to; it is the trying not the succeeding that is important.</i> • <i>The teachings of Jesus are timeless and all are applicable to today’s society in some way or other.</i> • <i>All the teachings given by Jesus in the Sermon, e.g. charity, how to treat others, are still relevant</i> • <i>Today’s society is so different from that of the time of Jesus that no-one is able to fulfil that ideal, there are too many pressures.</i> • <i>Human nature is such that the ideals expressed cannot be kept.</i> • <i>Jesus’ teaching was in response to the current religious / social situations of his day and do not apply to today’s society.</i> 	12	

2	a	<p>What is Advent?</p> <p><i>Advent is the Christian period of preparation for Christmas.</i></p> <p>1 mark for response.</p>	1	<p>1 mark awarded for leading up to Christmas, but before Christmas is inadequate. Accept countdown to Christmas. Stir-up Sunday is one week before advent. Do not accept arrival.</p>
2	b	<p>When does Advent start and end?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>Advent starts on the 4th Sunday before Christmas</i> • <i>Advent ends on Christmas Eve.</i> <p>1 mark for each response.</p>	2	<p>Can give an accurate date for 2009-2010 [29 Nov 2009] [28 Nov 2010] Accept 24th December for Christmas Eve. Accept Advent as practised by the Orthodox Church, where Christmas is January 6th or 7th</p>
2	c	<p>Give <u>three</u> things Christians might do during Advent.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>Light the candles on the Advent wreath to count down the coming of Jesus the Saviour.</i> • <i>Use Advent Calendars to count down the days to Christmas</i> • <i>Read passages from the Bible about the coming of the Messiah.</i> • <i>Some Christians may go on retreat.</i> • <i>Some Christians may go to confession.</i> • <i>Advent is a fast therefore Christians may try to live a simple lifestyle in the period leading up to Christmas.</i> • <i>Christians decorate the churches in purple to show Advent is a serious season.</i> • <i>Christians reflect on the meaning of the birth of Jesus.</i> • <i>Christians might attend study groups.</i> • <i>Attend performances of appropriate inspirational music, e.g. Handel's Messiah.</i> 	3	

		1 mark for each response.		
2	d	<p>Explain why Christmas is important for Christians?</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • <i>Christmas celebrates the birth of Jesus whom Christians believe is the long-awaited Messiah.</i> • <i>Christmas give Christians the opportunity to think about the true meaning of Jesus' incarnation.</i> • <i>Christmas allows Christians to study the birth stories of Jesus and thus deepen their understanding of these events.</i> • <i>Christmas give Christians the opportunity to give presents just as presents were given to Jesus.</i> • <i>Christmas allows Christians to reflect on the meaning of Jesus' appearance to the shepherds and the Wise Men (revelation to the Jews, revelation to the Gentiles).</i> • <i>Christmas is the beginning of the story that will ultimately end in Jesus' death and resurrection – the necessary beginning for Jesus' purpose on earth.</i> • <i>Jesus' birth is fulfilment of some of the Messianic prophecies of the Old Testament</i> 	6	Can give credit for the wise men. This assumes that the candidate is writing about Christmastide. Issues may be totally bullet pointed, but if there is sufficient information, but the content may demonstrate understanding that takes the response above level 2.
2	e	<p>Epiphany is as important as Christmas</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p>	12	It is possible that a candidate might confuse Epiphany with an epiphany. In this case credit the festival, not the experience.

	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none">• <i>All three parts of the Christmas cycle are necessary to complete the story and the meaning of Jesus' birth</i>• <i>Advent is necessary to set the scene for the birth of Jesus as it explores the background to Jesus birth of Jesus and the Messianic promise and how Christians believe Jesus fulfils the prophecies</i>• <i>Advent allows Christians to make meaningful preparation for Christmas in a serious and reflective way</i>• <i>Christmas itself is important to Christians because it tells of Jesus' actual birth and his revelation to the Jews</i>• <i>Christians believe Jesus' birth fulfils the Messianic prophecies</i>• <i>Epiphany is important as it shows how Jesus was revealed to the Gentiles showing Jesus was born for all people not just the Jews</i>• <i>Christmas was not celebrated immediately by the early Christians but, when it was, it was celebrated as a stand alone festival.</i>• <i>Christmas is more important than Advent and Epiphany as it tells the actual story of the birth of Jesus, which is the most important event</i>• <i>The festivals of Advent and Epiphany were later additions to the Christian calendar</i>• <i>Epiphany originated in the Eastern Christian Church and spread to the western Church</i>• <i>Many people today are unaware of the meaning of Advent and Epiphany</i>		
--	---	--	--

3	a	<p>Which living person is the Head of the Roman Catholic Church in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>The Pope</i> • <i>Also accept Pope Benedict XVI</i> • <i>Joseph Ratzinger</i> <p>1 mark for response.</p>	1	
3	b	<p>Give the names of <u>two</u> Protestant denominations.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>Anglicans (Church of England)</i> • <i>Lutheran</i> • <i>Methodist</i> • <i>Baptist</i> • <i>United Reform</i> • <i>Congregationalists</i> • <i>Free Presbyterians</i> • <i>Salvation Army</i> • <i>Evangelical</i> • <i>Society of Friends</i> • <i>Pentecostal</i> • <i>Society of Friends [Quakers]</i> <p>1 mark for each response.</p>	2	Church of Scotland is Reformed, not Anglican
3	c	<p>Give <u>three</u> reasons why ecumenical communities are important in Christianity.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • <i>They bring Christians of different denominations</i> 	3	<p>More than one reason can be given in one sentence. Ecumenical communities are not to be confused with charities. However, churches working together in a local area would be accounted an ecumenical community.</p>

		<p><i>together</i></p> <ul style="list-style-type: none"> • <i>People, particularly young people, can meet to discuss their religious beliefs and share their problems</i> • <i>They allow people of no belief to meet those with a Christian belief</i> • <i>A chance to meet with others from different countries and cultures</i> • <i>Encourages reconciliation among Christian groups and between Christians and non-Christians.</i> <p>1 mark for each response.</p>		
3	d	<p>Explain the main differences between Roman Catholics and Protestants.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • <i>The authority of the Pope</i> • <i>The importance of Mary, the Mother of Jesus</i> • <i>The differing beliefs about what happens to the bread and wine during the Eucharist (transubstantiation v consubstantiation)</i> • <i>Roman Catholics acknowledge seven sacraments while the Protestant Churches acknowledge only two</i> • <i>The differing beliefs about marriage and divorce</i> • <i>Differing views concerning birth control and contraception</i> • <i>The importance of the Saints / Saints' Days</i> • <i>Differing beliefs about life after death i.e. purgatory</i> • <i>Roman Catholic Confession and the need for priestly intervention as opposed to Protestant direct communication with God</i> • <i>The constitution of the Holy Bible (inclusion of Apocrypha)</i> 	6	Differences between moral attitudes, beliefs and practices are acceptable.

		<p><i>by Roman Catholics)</i></p> <ul style="list-style-type: none"> <i>The differing beliefs about the marital state of clergy i.e. celibacy in Roman Catholicism as opposed to clergy being able to marry in Protestant groups.</i> 		
3	e	<p>“The Christian Church today would be a great disappointment to Jesus.”</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> <i>The church has spread world-wide thus fulfilling Jesus’ commandment to go out and preach and teach and spread God’s world</i> <i>The Christian Church has taken an active role in Charity work and caring for the needy and in education programmes around the world</i> <i>Many Christians have obeyed Jesus’ command to forgive and love their enemy (e.g. Society of Friends pacifists etc) and that must be gratifying to him</i> <i>Jesus spent a lot of time outside preaching and teaching; he may not approve of the money spent on churches and cathedrals</i> <i>Jesus taught forgiveness and therefore may not approve of the attitude of some church members to issues such as homosexuality</i> <i>Jesus may not agree with attitudes to divorce</i> <i>Jesus saw the importance of women and may not, therefore, agree with the discrimination against women in the church</i> 	12	<p>Candidates may comment on the ecumenical point of view, but there can be a wider consideration. For highest levels there needs to be more than issue.</p>

		<ul style="list-style-type: none">• <i>Jesus taught against storing up “treasures on earth” so may not approve of the wealth of the church</i>		
			Total	[48]

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



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