

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 2011

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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.

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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:

A01 Weak, Satisfactory, Good

A02 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, 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.

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	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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	A limited answer to the question. Candidates will demonstrate some understanding of the question. <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	A competent answer to the question. Candidates will demonstrate a sound understanding of the question. <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	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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

Question		Expected Answer	Mark	Additional Guidance
1	(a)	<p>What is an iconostasis?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A screen made of icons • A screen made of hand-painted pictures of Jesus (and/or the Virgin Mary or biblical characters) • A screen found at the front of an Orthodox Church • A screen which hides the sanctuary in an Orthodox Church. <p>1 mark for correct response.</p>	[1]	
	(b)	<p>Give two reasons why Christians pray.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Thank God (Thanksgiving) • Praise God (Adoration) • Say you are sorry (confession) • Ask for forgiveness or help for oneself (Supplication) • Pray for help for others (Intercession) • Guidance • A form of meditation and/or contemplation and/or reflection. <p>1 mark for each correct response.</p>	[2]	
	(c)	<p>State three ways the church might be used by the local Christian community.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • For worship • For ceremonies to celebrate life events (baptism, confirmation, marriage, Funerals etc) • To celebrate festivals (Christmas, Easter, Remembrance etc) • For concerts and plays • For youth groups (Brownies, Scouts, Boys Brigade etc) • For community groups (Mother and Toddlers, Playschool, Over 60s etc) • To seek advice from priest • Preparation classes for baptism, marriage etc <p>1 mark for each correct response.</p>	[3]	

Question	Expected Answer	Mark	Additional Guidance
(d)	<p>Explain why religious leaders are important in Christian worship.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Many religious leaders are the centre of the faith community. They are responsible for their parish and the day to day running of their church; they bring the faith community together.</p> <p>Religious leaders ensure that services of worship are performed according to the traditions and beliefs of their denomination and Christianity in general; they ensure the continuation of the religion.</p> <p>Religious leaders are responsible for life event ceremonies, both the ceremony itself and the preparation; they ensure the ceremonies are taken seriously and that those who are taking part in them understand fully what is about to take place.</p> <p>Religious leaders ensure festivals are celebrated properly, for example, Christmas, Easter.</p> <p>Some religious leaders will take confession and offer absolution.</p> <p>Religious leaders lead the service of Eucharist (Holy Communion, Mass); thus enabling the congregation to fulfil Christ's commandment to take the bread and wine.</p> <p>Religious leaders are important in the community for their work with those who are sick or house-bound or have problems. They may visit hospitals, schools and prisons to lead services of worship, teach or give advice; they ensure Christ's ministry is spread across the community.</p> <p>Some religious leaders organise pilgrimages thus enabling the community to grow spiritually.</p> <p>Religious leaders may evangelise or work as missionaries, thus spreading the word of God.</p>	[6]	

Question	Expected Answer	Mark	Additional Guidance
(e)	<p>"Christians do not need special buildings for worship." 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 AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates might support the statement by explaining that Jesus himself spent little time in a religious building. He did visit the synagogue and the Temple but he spent a lot of time teaching to the people outside, for example, by the Sea of Galilee. In addition, Jesus did not approve of how the Temple had become a place of commerce rather than a place of worship. The word "church" originally meant the group of people not the building and therefore the Christian Church can exist without a particular place of worship. Many Christians today meet in their own home or shared buildings to worship; they do not need a special building. Candidates may include that the money spent on churches could be put to much better use, for example, helping the poor and homeless.</p> <p>However, as an opposing point of view, candidates might say that Jesus did attend the synagogue and the Temple so he did support organised public worship. The church today is the centre of the community and that it is used for much more than services of worship, for example, clubs and activities, Sunday School, playschool etc. The church building, too, is centre for the Christian mission and this includes helping the homeless and needy. Money raised by churches does go to charitable causes. The church is also a place of solitude, contemplation and private worship.</p>	[12]	

Question		Expected Answer	Mark	Additional Guidance
2	(a)	<p>What is charity?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Giving to those in need • Freely offering help or money to those in need • Allow an organisation which helps people in need (a charity) <p>Credit other appropriate responses.</p> <p>1 mark for correct response.</p>	[1]	
	(b)	<p>Name two Christian charities working amongst the poor and needy.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Christian Aid • CAFOD • TEAR Fund. <p>Credit other appropriate responses for example, the Salvation Army, Leprosy Mission; World Vision; Samaritan's Purse; they must be Christian charities.</p> <p>Charities that are NOT Christian include Oxfam, Save the Children, Médecins Sans Frontières, Red Cross., Water Aid, Action Aid</p> <p>.</p>	[2]	

Question	Expected Answer	Mark	Additional Guidance
(c)	<p>Give three ways in which a Christian might show concern for others.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Giving money to charity • Volunteer work - home or abroad • Organising fund-raising events (coffee mornings, fetes etc) • Protesting against injustice, inequality, poor conditions etc • Personal acts of kindness • Choosing a caring profession • Supporting Fair Trade • Fighting against racism • Be a hospital or prison visitor • Praying • Fasting • Following the example of Jesus • Becoming part of a religious community. <p>1 mark for each correct response.</p>	[3]	NB Ways not reasons why.

Question	Expected Answer	Mark	Additional Guidance
(d)	<p>Explain why Christians believe it is important to help others.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Jesus set the example of helping others through his work with the sick, needy, poor and outcast and it is important that Christians follow his example.</p> <p>Christians believe that they can obey the teachings of Jesus by helping others. Jesus taught people that they should love their neighbour as themselves and by doing good deeds, that is a way of showing love. Christians believe that they should love all people equally whatever their religion as shown in the Good Samaritan. Jesus told people to do the same as the Good Samaritan.</p> <p>In Matthew Jesus taught that people are judged according to whether or not they helped other people. People who do help others will be allowed to go to Heaven. Jesus said that whoever is helping the poor and needy is helping himself as well.</p> <p>For Christians loving God and loving your neighbour are two sides to the same coin. It is important to put belief into action.</p>	[6]	

Question	Expected Answer	Mark	Additional Guidance
(e)	<p>"Christian belief is no good without Christian action." 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 AO2 level descriptors. Candidates might consider some of the following:</p> <p>In support of the statement, candidates might say that Jesus did not just teach people what they should do but he demonstrated what they should do by his actions and miracles. 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.</p> <p>Candidates might also respond by saying that God requires unwavering belief and that God can see inside a person to what is truly in their hearts. Jesus condemned the hypocrites who acted as people expected - showed off in fact - but had no belief in what they did. There are also those Christians who belong to an enclosed order who believe that prayer, silent reflection and contemplation is very powerful in helping the world and those in need.</p>	[12]	

Question		Expected Answer	Mark	Additional Guidance
3	(a)	<p>What is the Apocrypha?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A collection of books which are not included in some versions of the Bible • A collection of books which are found as a separate section in the Holy Bible along side the Old and New Testament • The word means "hidden" and is used for a collection of books found in some but not all Bibles • Books which are not included in some versions of the Bible but are kept as a separate collection. <p>1 mark for correct response.</p>	[1]	Accept "Third section of the Bible".
	(b)	<p>Name two of the Gospels in the New Testament.</p> <ul style="list-style-type: none"> • Matthew • Mark • Luke • John. <p>1 mark for each correct response.</p>	[2]	
	(c)	<p>State three types of literature in the Old Testament.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Law/teaching • Stories • Prophecy • History • Apocalyptic • Poetry • Wisdom. <p>1 mark for each correct response.</p>	[3]	NB Old Testament only. Do not accept "Hymns"

Question	Expected Answer	Mark	Additional Guidance
(d)	<p>Explain why the Bible is important to Christians.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The Bible is the word of God and is therefore a guide on how Christians should live their lives.</p> <p>The Bible might be seen as God communicating with the reader.</p> <p>The Bible is a source of knowledge for Christians. It teaches them about Old Testament times, the life and teachings of Jesus and the Early Christian Church.</p> <p>The Bible is a source of support to Christians when they have problems or at times of distress.</p> <p>The Bible can be used for public, family and private worship as a focus for meditation, contemplation and an inspiration for prayer.</p> <p>The Bible can be used for study, either individually or in groups, so that Christians can increase their knowledge and understanding of God, Jesus and the Church. It can also be used a stimulus for a weekly sermon.</p> <p>The Bible is used as a source of authority for life events and festivals.</p>	[6]	

Question	Expected Answer	Mark	Additional Guidance
(e)	<p>"The only parts of the Bible a Christian needs are the Gospels." 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 AO2 level descriptors. Candidates might consider some of the following:</p> <p>To support the statement, candidates might consider that only the Gospels contain details of Jesus' birth, life and death. They contain all of Jesus' teachings relating to God and to how people should live their lives. They also contain his teachings on judgements, salvation and eternal life. The Gospels show how Christians can lead their life as God wants them to through following Jesus' example. The other books of the New Testament only develop what Jesus said in the Gospels and the Old Testament, though useful as background information, is not of as much value to Christians without the Gospels, which show how Jesus fulfilled Jewish belief regarding the Messiah and how Jesus clarified and completed the laws in the Old Testament.</p> <p>Alternatively, candidates might consider that the Old Testament is the first part of the Christian Holy Bible and was included for a purpose. It provides the background to the New Testament and contains the Torah, the laws given to the Jews by God. Jesus did not dismiss or ignore the Torah but used it as a foundation for his teaching, therefore it is very important. The Old Testament also gives us a great insight into the history of the Jews and how it impacted on the life of Jesus and those alive at that time. Additionally, the rest of the New Testament (Acts, Epistles, Revelation) are all necessary to explain Jesus' teachings further and to show how the Early Church was born, grew and spread. St Paul's teachings, some would argue, are as valuable if not more valuable to Christians as the teachings of Jesus in the Gospels.</p>	[12]	

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