

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Christianity 2 (Worship, Community and Family, Sacred Writings)
Specimen Paper

B572

Time: 1 hour

Candidates answer on the question paper.
Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
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TOTAL	

This document consists of **16** printed pages.

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3 (a) What is infant baptism?

..... [1]

(b) Why is water used in baptism?

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..... [2]

(c) Give three reasons why some Christians practise infant baptism.

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(d) Why is being confirmed important to many Christians?

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

Specimen Mark Scheme

The maximum mark for this paper is **51**.

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, 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 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 competant 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 Number	Answer	Max Mark
1(a)	<p>Name the sections of the Bible.</p> <ul style="list-style-type: none"> • Old testament; <p>AND</p> <ul style="list-style-type: none"> • New testament. 	[1]
1(b)	<p>List two broad topics that the second section of the bible covers.</p> <ul style="list-style-type: none"> • Life and teachings of Jesus; • life and teachings of the Early Church; • teachings about the end times. 	[2]
1(c)	<p>Give three reasons why Christians say the Bible is important.</p> <p>Candidates may respond with any three of the following:</p> <ul style="list-style-type: none"> • the Bible as the Word of God is the most important document and God's way of communicating with mankind; • the Bible is literally inspired and therefore accurate. It is/contains the actual words of God; • the Bible is one of several significant traditions which guide the Church/Christians; • the Bible as a record of humans being touched by/spoken to by God; • the Bible contains the record of the life and teaching of Jesus; • the Bible is the source of Christian beliefs and doctrines; • the Bible is a crucial source of the history of the development of the faith. 	[3]
1(d)	<p>Explain how the Bible may be used by different groups of Christians in public worship and explain the reasons for differences.</p> <p>Candidates may respond with explanations of:</p> <p>Use of the Bible:</p> <ul style="list-style-type: none"> • selected readings at key points in the worship – OT/Gospel/Epistle; • the basis for a period of meditation; • a text taken as the basis for the sermon; • the way in which the Bible is brought into the service in a procession showing its centrality to some protestant worship; • its presence on the lectern or the pulpit showing its importance; • corporate readings in house church worship; • Bible in the pews for communal use; • the Bible honoured and celebrated in processions/held aloft and kissed in the worship of the Orthodox. 	

Question Number	Answer	Max Mark
1(d) cont'd	Differences result from: <ul style="list-style-type: none"> • the form of worship – sacramental or more centred on the Bible or informal as in a house church; • the fundamental beliefs and attitudes to the sources of authority in Christianity – protestant focus on the Bible whilst RC or Orthodox focus more for example, on the importance of the role of the priest or the eucharist. 	[6]
1(e)	<p>‘Reading the Bible is the most important part of a Christian’s religious life.’</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>Candidates may respond with:</p> <ul style="list-style-type: none"> • as the Bible is the word of God, reading it is the direct way of finding out what God wants of the Christian and of hearing his voice. No other activity is as significant or important; • as the Bible is the guide for life for a Christian, reading it is more important than any other activity; • the Bible, for some Christians, is the source of doctrine and the basis of a coherent understanding of the faith. Reading it is therefore a most significant activity; • Christians for generations have found reading the Bible to be a source of spiritual nourishment which has sustained them in the faith sometimes when they have been unable or forbidden to worship with other Christians; • by reading the Bible Christians are kept on the true path of their faith. Without consulting the Bible, they may fall into false doctrines and serious misunderstandings. • other religious activities such as Mass, other forms of worship, spreading the Good News (evangelism) and helping others are just as important; • corporate worship and sharing beliefs with other Christians are more important because Christianity is a community activity as well as a personal one; • there are dangers in reading the Bible without guidance and support. Parts of the Bible can be taken out of context leading to misunderstandings, false interpretations and doctrines; • Eucharist is the most important significant opportunity to come close to God. This sacrament is more important than reading the Bible because for some Christians Jesus is truly present in the bread and wine; • reading the Bible may recharge a Christian's spiritual batteries, but it should not be an end in itself. Once the batteries are recharged, Christians should get on with other important work such as evangelism or helping the poor and needy. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Question Number	Answer	Max Mark
2(a)	<p>What is remembered at the Eucharist service?</p> <ul style="list-style-type: none"> • The life and death of Jesus; <p>OR</p> <ul style="list-style-type: none"> • the sacrifice Jesus made. 	[1]
2(b)	<p>Give two reasons why Christians celebrate the Eucharist.</p> <ul style="list-style-type: none"> • Jesus said Christians should do this in remembrance of him; • it reminds Christians of the sacrifice of Jesus; • it reminds Christians of their faith and what they should do in their lives. 	[2]
2(c)	<p>Give three things that happen at a Eucharist service.</p> <ul style="list-style-type: none"> • Preparation of the congregation; • preparation of the elements; • prayers; • recitation of the words of Jesus; • description of how the elements are distributed and received. 	[3]
2(d)	<p>Why do Christians celebrate the Eucharist?</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • they wish to follow the command of Jesus at the Last Supper as given in the Gospels and Corinthians; • it is an act of Communion/Christian sharing; • some Christians believe that Jesus is present in the bread and wine (transubstantiation/Consubstantiation); • some Christians value it as a remembrance or memorial of Jesus' sacrifice for humankind. 	[6]
2(e)	<p>'Christians need to worship together to keep their faith alive.'</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>Candidates may respond with:</p> <ul style="list-style-type: none"> • Jesus encouraged worshipping together with words like 'where two or three are gathered together'; • he worshipped with his disciples; • public worship is a statement of belief and an opportunity to stand up together for the faith; • Christians need the support of each other to sustain their faith; • faith is a private matter; • provided you read the Bible and communicate with God through prayer there is no need to worship with other Christians; • many Christian saints have set the example of a solitary religious life. 	[12]
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.</p>	SPaG [3]

Question Number	Answer	Max Mark
3(a)	<p>What is infant baptism?</p> <ul style="list-style-type: none"> • A rite of passage; • welcoming infants to the path and family. 	[1]
3(b)	<p>Why is water used in baptism?</p> <ul style="list-style-type: none"> • Essential to life; • purifies; • cleanses. 	[2]
3(c)	<p>Give three reasons why some Christians practice infant baptism.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • as an act of thanksgiving for the gift of a child; • because Christians want God to bless and protect their child; • because it is the tradition of the denomination – perhaps based on the story of Acts 16 where a whole family (including infants possibly) is baptised; • to remove original sin to ensure infants are part of the saved community; • as a mark of the intention of the Christian community that a child is brought up in the faith. 	[3]
3(d)	<p>Why is being confirmed important to many Christians?</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • public statement of faith; • confirming promises made by parents and godparents at Baptism; • the event of confirmation makes the person a part of the Christian community past and present by the laying on of hands by the Bishop; • confirmation is the occasion when the believer receives the Holy Spirit as did the disciples at Pentecost. 	[6]
3(e)	<p>'Important stages in life should be marked with a religious ceremony.'</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>Candidates may respond with:</p> <ul style="list-style-type: none"> • believers will want to share the crucial events with others as they are part of the pilgrimage of life – rites of passage are celebrated by most communities; • important events raise ultimate questions which are bound to connect with religious belief; • if life is seen as a gift, then the giver needs to be thanked – God, which involves worship and thanksgiving in religious ceremony. 	

Question Number	Answer	Max Mark
3(e) cont'd	<ul style="list-style-type: none"> • people get through life perfectly well without religion and can celebrate events without bringing God into it; • some people do not feel the need to mark stages in life at all therefore religion is irrelevant. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	SPaG*	Total
1(a)	1			1
1(b)	2			2
1(c)	3			3
1(d)	6			6
1(e)✎		12	3	12
2(a)	1			1
2(b)	2			2
2(c)	3			3
2(d)	6			6
2(e)✎		12	3	12
3(a)	1			1
3(b)	2			2
3(c)	3			3
3(d)	6			6
3(e)✎		12	3	12
Totals	24	24	3	51

* Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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