



Oxford Cambridge and RSA

GCSE (9–1)

Religious Studies

J625/01: Christianity Beliefs and teachings & Practices

General Certificate of Secondary Education

Mark Scheme for November 2020

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.

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 2020

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. |
|  | Noted |

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

- a. 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:
- 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.
 - 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.
 - 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 |

- 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.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

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; it does not provide 'correct' answers, 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

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.

The levels of response start with one from the following list of flag words:

Weak, Limited, Satisfactory, 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 'good' according to the generic levels of response, 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;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

SPaG is now assessed in the e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.

The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in the e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.

Spelling, punctuation and grammar (SPaG) Assessment Grid

| |
|---|
| <i>High performance 3 marks</i> |
| Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate |
| <i>Intermediate performance 2 marks</i> |
| Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate |
| <i>Threshold performance 1 mark</i> |
| Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate |
| <i>0 marks</i> |
| The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |

INFORMATION AND INSTRUCTIONS

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content for parts d) and e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read holistically before applying the relevant Levels of Response.**

Assessment objectives (AO)

| Assessment Objectives | |
|------------------------------|--|
| AO1 | Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and their beliefs. |
| AO2 | Analyse and evaluate aspects of religion, including their significance and influence. |


| Question | Indicative content | Marks | Guidance |
|----------|--|-------------------------|--|
| 1 | <p>(a) Give three titles Christians use to describe Jesus. Responses might include:</p> <ul style="list-style-type: none"> • Messiah • Son of God • Lord • Saviour • Word • King • Master • Anointed One | <p>3 AO1</p> | <p>1 mark for each response.</p> <p>Accept others not in the specification.</p> |
| | <p>(b) Describe the purpose of the World Council of Churches</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • To overcome divisions between Christians • To restore the unity of the church • To promote Missio Dei – God’s activity • To work towards a reconciled and renewed creation • To help people come to a personal faith in God and all that means for their lives • To see the Christian message playing a part in all aspects of society to bring about reconciliation • To encourage dialogue between peoples • To bring about a world where people can live in peace and in balance with the environment. | <p>3 AO1</p> | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |
| | <p>(c) Outline what some Christians believe about the Second Coming of Christ (Parousia).</p> <ul style="list-style-type: none"> • Some Christians believe (as did the first Christians) that having ascended to heaven, Jesus will return for a second time • Jesus will return in glory to judge all people, living and dead | <p>3 AO1</p> | <p>Marks should be awarded for any combination of statements,</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|-------|----------------------------------|
| | <ul style="list-style-type: none"> • The Parable of the Sheep and the Goats talks about Jesus' return as Judge • Some Christians believe that before Jesus' return there will be a time of great tribulation and suffering on the earth, as described in the book of Revelation • The Second Coming will be the start of a new age. • The sinful and evil world will be replaced by a new world order of justice and peace • Some of Jesus' words and other statements in the Bible refer to his return. 'They will see the Son of man coming on clouds' (Jesus in Matt 24:30). 'This Jesus who has been taken up from you into heaven will return in the same way as you have seen him going into heaven.' (Two men dressed in white at the ascension in Acts 1:11.) • Some Christians take this literally and try to calculate from verses in the Bible when the end time (Eschaton) will happen and Christ will return • Some Christians see this belief as a way of saying that God has a plan for the world and mankind, that is not yet fulfilled. | | development and exemplification. |

| Level (Mark) | <u>AO1</u> |
|--------------|---|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit. |

| Question | Indicative content | Marks | Guidance |
|----------|--|----------|---|
| (d) | <p>Describe why the incarnation is important to Christians.</p> <p>Learners might consider some of the following:</p> <p>The incarnation is central to the Christian faith. It literally means that Jesus was God made man. God became flesh. Many Christians believe that he was conceived by the Holy Spirit and born of the virgin Mary, as recorded in the birth narrative in Luke's gospel and re-affirmed in the creeds. He therefore had no original sin which means that when he died on the cross, he was the perfect sacrifice for the sins of all people. Without the incarnation, Jesus' life, suffering and death would be just the events in the life of a man but because he was God incarnate, they are supremely important events for human salvation.</p> <p>It is because of the incarnation that atonement is possible. Because Jesus was God incarnate his sacrifice was sufficient to pay for the sins of the world and through this to restore the broken relationship between God and man. This is what Jesus means when he says in John 3:16, 'For God so loved the world that he gave his only son that</p> <p>As God made flesh, Jesus is the perfect example of how God wants people to live.</p> <p>Jesus also knows the suffering of humans because he suffered as a true human. He knows how frail humans are and has experienced everything humans experience.</p> <p>Christians believe it was because of the incarnation that Jesus, as both God and Man, could break the laws of nature and perform miracles.</p> <p>The incarnation bestowed a special importance on Mary as the mother of Jesus and in some Christian traditions (Roman Catholic and Eastern Orthodox) she is referred to as the mother of God.</p> <p>The incarnation is a tangible expression of God's love for the world, showing that God is a God of Love who has become human for their salvation. It is the essential basis of the 'good news' (gospel) that Christians preach.</p> | 6 AO1 | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|---|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | <p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1–3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 | No response or no response worthy of credit | 0 | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|--|--|
| (e) | <p>‘Only people who attend church regularly should be allowed to have a Christian marriage ceremony.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity Refer to sources of wisdom and authority. <p>Learners might consider some of the following:</p> <p>AO1: Knowledge and understanding of the content of a Christian marriage ceremony Knowledge and understanding of the significance of Christian marriage Knowledge and understanding of customs / practices associated with marriage Knowledge and understanding of the attitude of more than one Christian group concerning whose marriage ceremony they are permitted / willing to conduct Knowledge and understanding of the importance of Christians attending church regularly.</p> <p>AO2: There may be some initial discussion as to whether people need to attend church to be considered to be Christians.</p> <p>There may also be some general observations about different denominational practices concerning the celebration of marriage and about differences between individual churches within a denomination. For example, differing views amongst Anglican clergy about whom they can marry or, in the case of Plymouth Brethren, the refusal to marry anyone who has not attended the meeting regularly (SWA).</p> <p>One view supporting the stimulus could be that people who do not attend church should not make vows in the presence of God as it is meaningless unless the person actually believes in God, which may not be the case as they are not churchgoers. They should, if they are Anglicans for example, have been baptised and confirmed and have attended church regularly. They should also have attended special preparation classes about the step they are taking in getting married in a Christian</p> | <p>15</p> <p>3 AO1</p> <p>12 AO2</p> <p>3 SPaG ()</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|-------|----------|
| | <p>ceremony. The words of the marriage ceremony make it clear that the couple are involved in a religious ceremony and are committed to it (SWA).</p> <p>Another view would be that it is hypocritical if a person says they are a Christian just to have a church wedding, which could be the case for people who rarely attend church. There must be doubt as to whether a person would take their vows seriously if they are pretending to be religious. If they are happy to pretend to acknowledge God on this one occasion when they have not on any other, it could mean their vows are just a convenience too.</p> <p>It might be argued that some people who never attend church only wish to get married in the church building because it is a 'nice place' to get married and to have photographs. This approach, it could be argued, is an insult to the Christian faith and Christians generally.</p> <p>A view against the stimulus could be that a person might be a Christian but not attend church. Surely they should be allowed to get married in a church and enjoy the benefits of the ceremony if they wish, as they do believe in God and Jesus.</p> <p>Marriages between partners of different faith backgrounds are more common, making it less likely that both partners will have attended church regularly, but does not mean that they are any less committed to one another or to God.</p> <p>Another view might be that it is not up to any person or group of Christians to judge what others decide to do. It is a matter of how the couple deal with their conscience. This is the view of many clergy and different Christian groups (SWA).</p> <p>Some might accept that a religious marriage is partly cultural (about the dress and the photographs, etc.) and so the event is much more than a religious ceremony; therefore a couple should not be refused the opportunity to have their marriage in a place of worship with all the trimmings.</p> <p>Another view against the stimulus could be that that all people within a parish may feel they have the right to be married in their Anglican parish church (SWA) even if they are not baptised or do not attend church. Surely this is no bad thing as it means those who wish to marry rather than live together are being encouraged to do so even if they are not adherents of the faith.</p> | | |

| Question | Indicative content | Marks | Guidance |
|----------|---|-------|----------|
| | A more general view might be that rites of passage such as baptism, marriage and funerals are the only times some people enter a church and therefore people should not be denied this opportunity, even if they do not practise the faith by going to church regularly. It could also be an opportunity for non-Christians to come into contact with the Church community and hear about God's love. | | |

| Question | Indicative content | Marks | Guidance |
|----------|--|----------|--|
| 2 (a) | <p>Give three examples of natural evil.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Natural Disasters • Earthquakes • Drought • Tidal waves / tsunami • Floods • Hurricanes / cyclones • Wildfire • Volcanic eruptions • Disease • Severe birth defects • Famine caused by pestilence | 3 AO1 | <p>1 mark for each response.</p> <p>Examples are required. Natural disasters as a response is too vague.</p> |
| (b) | <p>Outline how the Church is being persecuted today.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • There have been reports of churches being attacked / damaged or destroyed, eg. In Sri Lanka • In some countries Christians face threats of execution, for example by Isis / Daesh / vigilantes in Pakistan, by the government in North Korea • Christians can face arrest under anti-evangelism law in India or China • In some countries access to Bibles is forbidden or restricted, eg. Saudi Arabia • Christians have been refused education in some Muslim countries • There have been reports of Christians being beaten, raped or tortured by vigilantes (Pakistan) • There have been reports of Christians being tortured or imprisoned by the authorities (N Korea) | 3 AO1 | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|---|-------------------------|----------------------------------|
| | <ul style="list-style-type: none"> • Some Christians would consider bullying, name calling or discrimination at work because of their faith to be a form of persecution. | | |
| (c) | <p>Give three reasons why a Christian might want to be confirmed.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • To confirm their faith in public in front of the Christian congregation • To fulfill the promises made by their parents at baptism • To receive blessing / the Holy Spirit through the laying on of hands • To receive Chrism oil on their forehead which is a symbol of the richness of the Holy Spirit (RC) • To strengthen their relationship with God • Because it is a sacrament in some denominations • They want to make a statement that they are setting out to live a Christian life • So they can take a full part in the life of the church, including Eucharist / Communion • In order to become a priest | <p>3 AO1</p> | <p>1 mark for each response.</p> |

| Level (Mark) | <u>AO1</u> |
|-----------------|---|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit. |

| Question | Indicative content | Marks | Guidance |
|----------|--|-------------------------|---|
| (d) | <p>Describe why Holy Week is important to Christians.</p> <p>Learners might consider some of the following:</p> <p>Responses might focus on the events of Holy week as the narrative of the last days of Jesus' life; others might refer to how the events are remembered and celebrated in churches or give a mixture of the two. Some responses may make general points illustrated by reference to some of the events of the week. The references to events which are recorded in the Gospels can be taken as examples of appropriate Sources of Wisdom and Authority.</p> <p>Responses might for example, refer to:</p> <p>the events of Palm Sunday and their importance for exhibiting the kind of person Jesus was, as he chose to ride into Jerusalem on a donkey rather than a horse, symbolising his refusal to be seen as a military messiah;</p> <p>the significance of the cleansing of the temple and Jesus' words to the money changers, or his words to the Pharisees and his controversial parables and teachings during this week;</p> <p>the events of the last supper, explaining why this is important as an example of humility and service (foot washing) and as the foundation of the Eucharist, celebrated regularly by nearly all Christians;</p> <p>his betrayal and how his friends abandoned him, showing how fickle and disloyal even his closest friends were to him;</p> <p>the events of Good Friday and the importance of Jesus' behaviour during his trials and crucifixion, the rending of the veil of the temple, the words from the cross, Jesus suffering for the sins of mankind;</p> <p>how his body was taken by his followers and buried secretly and humbly without ceremony, in a sealed tomb;</p> | <p>6 AO1</p> | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Holy week ends on Saturday so the events of the resurrection on the Sunday should not be credited.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|-------|----------|
| | <p>how Holy week, in the sense of a week in the Christian calendar, is important as a time of reflection and meditation on the sacrifice and suffering of Jesus;</p> <p>how the church may be devoid of decoration during the week to show the sadness and desolation Jesus endured;</p> <p>how by celebrating the events of Holy Week day by day, Christians can almost live through those days again and be closer to God and to Jesus. Special services / masses on the Thursday night, Good Friday and Holy Saturday vigils and praying at the stations of the cross are very important activities, reminding Christians of the central events of Jesus' life and of his importance to them.</p> | | |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | <p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |

| | | | |
|------------------|--|--------------------|---|
| | | <p>1 (1–3)</p> | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| <p>0 (0)</p> | <p>No response or no response worthy of credit</p> | <p>0 (0)</p> | <p>No response or no response worthy of credit</p> |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|---|
| (e) | <p>‘Believing in the Trinity is an essential part of the Christian faith.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity • Refer to sources of wisdom and authority. <p>Learners might consider some of the following:</p> <p>AO1: Knowledge and understanding of the meaning of the Trinity, perhaps referring to established analogies used to express the concept Knowledge and understanding of why Christians believe in the Trinity and why it is an essential part of the faith. Knowledge and understanding of the meaning of monotheism and polytheism Knowledge and understanding of non-Trinitarian views in some Christian communities, e.g. Christadelphians Knowledge and understanding of other important Christian beliefs.</p> <p>AO2: Some will explore the belief that the Trinity is at the heart of the Christian message, that the one God, who has been there all the time, became man in Christ and that he is present and active in the world today through the power of the Holy Spirit, which Christians experience. The concept of Trinity helps Christians to understand some of the different attributes of God. For Christians, God is a person, not just a power, so contact with God is also personal. The three aspects of God are personal. The only way to explain this is that God is (fully present in) Jesus, (in the) Holy Spirit and is like a Father God who has existed since before the beginning of the world. The Trinity is crucial to the Gospel. God the Father is a loving God and creator. If Jesus was not fully God, his sacrifice is not sufficient to take away the sin of the world. If the Holy Spirit is not fully God, he cannot be relied upon for guidance and support or comfort. You cannot take away any of the three, so the belief in the Trinity is essential to Christianity.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Another view could be that because this belief has been central since the beginning (see the SWA, e.g. Matt 5:48, John 14:16-17, Phil 2:6-8, Gen 1-2, John 1) of Christianity and is repeated in the Creeds (SWA Apostles' Creed and Nicene Creed) it must be part of every Christian's belief. Most repeat one of these creeds each time they worship.</p> <p>Other SWA might be references to the Trinity in Matthew 28:19, 'baptising in the name of the Father, Son and Holy Spirit', and in 2 Corinthians 13:14 where Paul prays that God's grace should be present in the church through the Father, Son and Holy Spirit.</p> <p>Another view might be that the idea of the Trinity is just too complicated. Christians worship one God and talking about different persons just makes the belief too complicated and, for some people, incomprehensible. How can three persons be one? Popular analogies such as the shamrock or the three states of H₂O are limited in their effectiveness. Church history shows that it has not been an acceptable belief for some Christians (SWA Arian controversy) and that some have questioned the validity of the Trinitarian interpretation of the Bible verses above.</p> <p>Others might argue that it makes Christianity polytheistic because there seem to be three gods, not one. For Christians polytheism is wrong (Ten Commandments) and the idea of the Trinity risks people believing in three gods. It is therefore not essential, but in fact wrong. This is the view of the Christadelphian and Unitarian Churches.</p> <p>Some might challenge the wording of the stimulus and discuss whether specific doctrines and especially such a difficult concept / doctrine as the Trinity are essential or helpful for the faith. Our limited human minds cannot fully understand God anyway. Christians just need to believe in Jesus as their saviour and follow his teachings and life style. Intellectual gymnastics such as the theological arguments over the Trinity just make Christianity seem distant from the needs of ordinary people and make spreading the gospel all the more difficult. Some might argue that other aspects of faith are equally or more important, e.g. loving your neighbour, avoiding sin, etc. and Christians should focus on those.</p> | | |

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

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