

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)**  
**Specimen Paper**

**B571**

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 clearly 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	
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<b>TOTAL</b>	

This document consists of **9** printed pages and **3** blank pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

1 (a) Name one person of the Trinity.

..... [1]

(b) Give two attributes of the Trinity.

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(c) Why is the Trinity important?

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(d) Explain what different Christians believe about judgement.

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2 (a) What is Lent?

..... [1]

(b) When does Lent start and finish?

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(c) State three ways in which Christians might keep Lent.

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(d) Why is Lent important for Christians?

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3 (a) What is meant by ecumenism?

..... [1]

(b) Why is ecumenism important?

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(c) Give three examples of how ecumenism is put into practice.

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(d) Explain why Roman Catholics and Orthodox Christians worship in different ways.


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(e) 'Christians should forget their differences and worship together in the same way.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.

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[12]

 Spelling, punctuation and grammar [3]

**Paper Total: [51]**





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Unit B571: Christianity 1 (Beliefs, Special Days, Divisions  
and Interpretations)

**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

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

## AO1 part (d) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>




## AO2 part (e) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
1(a)	<p><b>Name one person of the Trinity.</b></p> <ul style="list-style-type: none"> <li>• God the Father;</li> <li>• God the Holy Spirit;</li> <li>• God the Son.</li> </ul>	[1]
1(b)	<p><b>Give two attributes of the Trinity.</b></p> <ul style="list-style-type: none"> <li>• Three in one and one in three;</li> <li>• all equal;</li> <li>• all eternal.</li> </ul>	[2]
1(c)	<p><b>Why is the Trinity important?</b></p> <ul style="list-style-type: none"> <li>• The Trinity as a way of believers expressing the three aspects of God which believers experience;</li> <li>• the Trinity means one God, but three people;</li> <li>• the Trinity helps to explain how Jesus was also God and how God is active in the world through the Holy Spirit.</li> </ul>	[3]
1(d)	<p><b>Explain what different Christians believe about judgement.</b></p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• Christians differ in their views;</li> <li>• some expect a day of judgement at the end of time after death which will separate the good and bad, with punishment for the bad and a reward for the good;</li> <li>• views about Heaven and Hell;</li> <li>• Roman Catholic beliefs about purgatory;</li> <li>• others Christians see judgement as a daily event in this life and the next and as a part of a soul making process leading to eventual perfection and heaven for all;</li> <li>• the idea that just by being confronted with the purity of Jesus one is judged in this life;</li> <li>• the idea that God will allow sinners who repent to be forgiven and not face judgment;</li> <li>• Jesus as the advocate for Christians who will plead their case before God to save them from judgment and punishment;</li> <li>• Jesus as having already taken the punishment instead of it being inflicted on believers, despite their sinful natures.</li> </ul>	[6]




Question Number	Answer	Max Mark
1(e)	<p><b>'It is impossible to forgive some people.'</b></p> <p><b>Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• people like Hitler who have been so evil can never be allowed to join those he hurt in heaven. That would not be justice;</li> <li>• people who show no remorse or sorrow for what they have done cannot be forgiven;</li> <li>• forgiving some really evil people is a sign of moral weakness;</li> <li>• people have to pay the price of their sins because God is a just God as well as a forgiving God.</li> <li>• Jesus said forgive 70x7 times (always forgive) so we must do the same despite what people have done or continue to do;</li> <li>• humans may not be able to forgive, but God has infinite mercy and compassion and can forgive everyone without being unjust;</li> <li>• parable of the labourers in the vineyard can be interpreted to suggest that everyone will eventually get the reward;</li> <li>• a loving God could not allow the eternal suffering of the damned so in the end they must be forgiven.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Question Number	Answer	Max Mark
2(a)	<p><b>What is Lent?</b></p> <p>Lent is the season of preparation for Easter.</p>	[1]
2(b)	<p><b>When does Lent start and finish?</b></p> <ul style="list-style-type: none"> <li>• Ash Wednesday</li> <li>• Holy Saturday</li> </ul>	[2]
2(c)	<p><b>State three ways in which Christians might keep Lent.</b></p> <ul style="list-style-type: none"> <li>• Rubbing ashes on foreheads;</li> <li>• cover crosses in churches;</li> <li>• confess their sins the day before Lent begins.</li> </ul>	[3]
2(d)	<p><b>Why is Lent important for Christians?</b></p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• how Lent helps with the preparation for and understanding of Easter;</li> <li>• the significance of the death and resurrection of Jesus for Christians and hence the importance of a proper preparation.</li> </ul>	[6]
2(e)	<p><b>‘Preparing for Easter is the most important thing a Christian can do.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• placing Easter in the context of the liturgical year, laying a foundation to address the legitimacy of the claim that it is the most important of Christian feasts;</li> <li>• exploring the meaning of resurrection, using this theological concept as an alternative route to addressing the issue;</li> <li>• comparing Easter with specific feasts; for example they may argue that without the incarnation celebrated at Christmas, none of the other feasts could follow;</li> <li>• alternatively they may say that if Christians accept Pentecost as the ‘Birthday of the Church’ then for followers this could be argued as the most important feast of the year;</li> <li>• others may take a completely different track and compare celebrating feasts with other Christian activities arguing, for example that caring for the poor, the elderly, the vulnerable are more important activities than preparing for Easter;</li> <li>• some candidates may argue that to be fully Christian these activities cannot be separated and that to follow Christ they must celebrate and work for the kingdom without making false distinctions.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Question Number	Answer	Max Mark
3(a)	<p><b>What is meant by ecumenism?</b></p> <p>The movement which tries to unite Christians.</p>	[1]
3(b)	<p><b>Why is ecumenism important?</b></p> <ul style="list-style-type: none"> <li>• The desire/wish for Christians to unite/work together as they serve one Lord and one Master;</li> <li>• reconciliation/agreement between denominations.</li> </ul>	[2]
3(c)	<p><b>Give three examples of how ecumenism is put into practice.</b></p> <ul style="list-style-type: none"> <li>• World council of churches</li> <li>• shared churches – same building used by different denominations, joint worship activities;</li> <li>• ecumenical communities e.g. Taize, Iona;</li> <li>• charitable activities.</li> </ul>	[3]
3(d)	<p><b>Explain why Roman Catholics and Orthodox Christians worship in different ways.</b></p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• different sources of authority e.g. Pope and Patriarch;</li> <li>• different calendars for the church year;</li> <li>• reliance on ancient liturgy (St John Chryostom) in some Orthodox worship which may mean the service is not conducted in the vernacular;</li> <li>• different emphases on the value and importance of icons, statues and other ritual artefacts;</li> <li>• Orthodox worship focused on the mystical;</li> <li>• RC worship focused on the sacraments;</li> <li>• Orthodox dramatic celebrations based on the importance of the resurrection vs. the greater emphasis on the death of Jesus in some RC worship;</li> <li>• historical reasons – east west schism</li> </ul>	[6]

Question Number	Answer	Max Mark
3(e)	<p><b>‘Christians should forget their differences and worship together in the same way.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p>	
	<p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• all believe in the same God and that Jesus is the Son of God so why should there be different denominations;</li> <li>• Jesus did not advocate elaborate forms of worship and Christians are supposed to follow in his footsteps, therefore they do not need different forms of worship as long as their worship is in spirit and truth;</li> <li>• different forms of worship make Christians look weak and lead to disagreements which tear communities apart;</li> <li>• the command to love one another should eliminate the need for differences and so Christians should pray together.</li> <li>• not everybody finds the same way of worship appropriate or satisfactory;</li> <li>• traditions are very firmly entrenched and it is better to understand why Christians differ and appreciate the richness and variety of traditions than to make everyone the same;</li> <li>• for some Christians the reason they worship in a particular way is based on firmly held beliefs and no one has the right to force them to be different.</li> </ul>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

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

\* 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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