

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

Unit **B573**: Christianity (Roman Catholic) 1 (Beliefs, Special Days,
Divisions and Interpretations)

Mark Scheme for June 2012

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

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

Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

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.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

Level 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/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
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 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 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

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

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • 3 Persons in one God • 3 in one <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • You shall have no other gods before me • You shall not make for yourself a graven image • You shall not take the name of the Lord your God in vain • remember that Sabbath day, to keep it holy • Honour your father and your mother • You shall not kill • You shall not commit adultery • You shall not steal • You shall not bear false witness • You shall not covet your neighbour's house, wife, ox, ass, or anything that is your neighbours. <p>1 mark for each response.</p>	2	<p>Candidates may give both: You shall not covet your neighbour's goods And You shall not covet your neighbour's wife And be credited two marks.</p>

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Any 3 of the Beatitudes • Almsgiving should be in secret • The Lord's Prayer • Fasting in secret • Do not judge • The Golden Rule • Being a true disciple <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates do not need to explain how all of the teachings in the Sermon on the Mount could be put into practice; if they have chosen a couple and developed them that should be enough for six marks, depending on the level of development.</p> <p>They could for example explore the importance of prayer to Roman Catholics and look specifically at the kind of prayer Jesus says is important through a discussion of the 'Our Father'.</p> <p>They could also look at the 'golden rule' and its implications for Roman Catholic life.</p> <p>Alternatively they could explore how a life may be lived through following 2 or more of the Beatitudes.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may find it easy to agree with this statement and argue that Jesus' teachings were meant for such a significantly different time that they are of little use with the kinds of problems faced by Roman Catholics in today's world. A mostly poor society controlled by an occupying force might be seen to have little in common with a developed western country.</p> <p>Others may point to the universality of Jesus' teachings arguing that many of the teachings they have discussed in earlier questions on this paper. They could for example argue that the idea of treating other people as one might want to be treated is a value found in many cultures throughout human history and is as valid today as when it was first taught.</p> <p>Some may argue that it is the very ignoring of these teachings which is leading to the breakdown of any idea of society which many argue is happening in today's world.</p> <p>Others may point to the importance of a relationship with God which is central to all that Jesus teaches and explore the idea that this is a timeless value which is as practical now as it ever was. Those who see no point in praying may use this example to argue the opposite point of view.</p>	12	

Question		Answer	Mark	Guidance
2	(a)	<p>Responses might include</p> <ul style="list-style-type: none"> • <i>50 days after Easter</i> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • In tongues of fire • As a wind blowing through the upper room <p>1 mark for each response.</p>	2	If candidates say that the apostles 'spoke in tongues', this should not be credited as this is an after effect of the coming of the Holy Spirit and not a manifestation.
	(c)	<p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • describing how the Apostles were hiding away terrified that they would be tortured and executed in the same manner as their teacher / rabbi. • exploring the idea that they were still very confused about what had happened and until they received the gifts of the Holy Spirit on that first Pentecost they were incapable of either understanding or leaving the room without fear. • explaining how, having received the gifts of the Holy Spirit the Apostles out them to go use immediately by have the courage to leave the room and demonstrate that they finally understood Jesus' message and were able to communicate it to people who spoke many different languages. <p>A statement one mark, with development two marks, and exemplification/amplification three marks.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following: Candidates may explore the idea that belonging to an organisation such as the Roman Catholic Church calls for people to witness to their beliefs and faith. This may then mean that they should be seen to be attending Church on special days.</p> <p>Some may be aware that in some parts of the world a number of feast days have been transferred to the nearest Sunday. Though they may also be aware that this does not include feast such as Ash Wednesday or Good Friday.</p> <p>Also some may argue that coming together as a worshiping community may make dealing with the tensions and problems of daily life easier and thus explore the notion that this practice helps rather than hinders human life and development.</p>	6	Candidates must address feast days and 'by going to church' to fully answer the question.

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may approach this question from a number of different angles. Some, for example, may begin with an exploration of the many ways the 'sign of the cross' is used by Roman Catholics and the significance of the Holy Spirit to this prayer / sign.</p> <p>Taking this approach may lead them to discuss its use in the Sacraments, the beginning and end of the Eucharist and its' use at the beginning and end of school prayers and assemblies.</p> <p>Others may explore the nature of the Charismatic movement within the Roman Catholic Church and the significance, for members, of the Holy Spirit where some even talk about baptism in the Spirit.</p> <p>Alternatively some may argue that in the day to day life of Roman Catholics believing in the Holy Spirit has no influence on how they choose to behave. They could discuss the idea that while the words are used in rituals, the ideas do not cross over to their real lives.</p>	12	<p>Specific examples may be given such as the importance of the Holy Spirit in confirmation, a statement of belief in the Creed or celebrating Pentecost.</p>

Question		Answer	Mark	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Pope • Pope Benedict XVI (currently) • The Bishop of Rome <p>1 mark for response.</p>	1	Some candidates might answer Joseph Ratzinger
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Taizé • Iona • Corrymeela • other responses are acceptable. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Candidates may begin by describing the importance of unity amongst Christians in order for different communities to witness to the 'Good News / Gospel'. • If they have chosen Corrymeela in question 2 they may discuss the need to find ways to bring an end to the sectarian violence in Northern Ireland. • If they have chosen Taizé they may talk about the effect of World War II on the work of the community. • Some may talk about Taizé bringing young people from all over Europe together to learn from each other and worship together. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Some candidates may begin with the Reformation as it happened in Europe; possibly exploring the complaints which were put forward by the likes of Calvin and Luther. Some may be aware of the heavy taxes which the Church was levying on places such as Germany which added to the unrest in Europe.</p> <p>Others may be aware of the history of England and the way that religion was used and abused by those in power such as King Henry the VIII, Queen Mary or Queen Elizabeth the 1st.</p> <p>Some may be aware of the extent to which the riches of Monasteries added to the unrest with some religious practices, such as buying indulgences.</p> <p>Others may focus on the religious rather than political differences and explore the differences in practice between Churches; such as the relative importance of 'the word of God' as against 'the celebration of the Eucharist'. They may also discuss the different belief about transubstantiation and consubstantiation.</p>	6	Candidates must explain 'why', not just how.

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Some may, for example, discuss the way that Northern Ireland has began to move away from sectarian violence in the light of the work of communities such as Corrymeela, even if the community still has some way to go. Others may use the same evidence to say that it will be generations before the damage is healed and that ecumenism has barely scraped the surface.</p> <p>Some may discuss the significance of the Papal state visit to the United Kingdom in 2010 in terms of the improved relations which have been helped by the work of ecumenical communities.</p> <p>Alternatively some candidates may discuss the aims of these communities and question what is meant by 'failure' in this context. They may, for example, argue that uniting Christians as such is less important than making believers see the value in their differences and mutual respect may be as much a success as unity.</p>	12	Higher level responses will refer to at least one ecumenical community and not just ecumenism in general.

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

OCR Customer Contact Centre

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