

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B574**: Christianity (Roman Catholic) 2: (Worship, Community
and Family, Sacred Writings)

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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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

Level 4 10-12	<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>	Level 2 4-6	<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>
Level 3 7-9	<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>	Level 1 1-3	<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>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A box where the Blessed Sacrament is kept • A place for the reservation of the Blessed Sacrament <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Water • White garment • Baptismal candle • Oil • Symbolic actions eg genuflect • Priest crossing himself when blessing <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Family prayers • Individual prayers • Bible reading • Meditation • The rosary • Grace • Petitionary • Thanksgiving • Supplication <p>1 mark for each response.</p>	3	The answer must give three different kinds of prayer not just the names of three different prayers.

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors. Candidates may consider some of the following:</p> <p>Candidates may begin by exploring the idea that all Christians are called to a relationship with God and the centrality of prayer to developing that relationship. This may make them focus in the first instance on the importance of the Mass to the Roman Catholic Community. Some may discuss this idea both in terms of the support which can be found in worshiping with others and the idea that such public prayer is also important as a witness to the world.</p> <p>Some candidates may discuss the value of school assemblies or class prayer in this context. Some may look at the way a crises in a community such as a death often leads people to come together to pray early in the grieving process.</p> <p>Others may discuss the public worship on various saints' days or Church feasts. For example they could explore the public remembrance of our beliefs on Ash Wednesday through the various celebrations during Lent onto the Triduum and the Resurrection.</p>	6	Higher level responses will concentrate on 'why' public worship is important.
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates may consider some of the following:</p> <p>Some candidates may start by exploring the different experiences they may have had of worshiping without Priests; Deacons in parishes or lay chaplains, for example are becoming a common sight in Roman Catholic schools. They may be able to discuss how lay people lead worship both in school and out of the schools on retreat.</p> <p>Others may look at sacramental worship where in some cases lay people may be able to officiate but in others for the sacrament to be valid it must be lead by someone in Holy Orders.</p>	12	

Question		Answer	Mark	Guidance
		Others may explain the central significance to Roman Catholic life of the celebration of the Mass and the need to have a Priest in order to conduct the main part of the service. They may, for example, say that transubstantiation is essential to Roman Catholic beliefs and only a Priest has the faculty to lead this sacrament.		
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Baptism • Eucharist • Confirmation <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Catechumenate • The practice of leaving the Church after the gospel to be taught during Mass • Rite of election • Baptism • Receiving First Holy Communion • Confirmation • Mystogia <p>1 mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Presenting the candidate / catechumen • Supporting the candidate/ catechumen in their spiritual life • Some may compare this role with that of a Godparent • Being with the candidate during the rites <p>A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.</p>	3	Some candidates might include prayer.
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates may begin by explaining the belief that all we have has been given to us as a gift from God and that we ought to do our best to share these gifts whether that means giving money or time or sharing a talent through using it to help the Church community.</p> <p>Some may use examples of organisations such as CAFOD, SVP TROCAIRE or SCIAF to explain how these teachings have been developed by Catholics in different countries.</p> <p>Some candidates may explain some of the teachings they have studied during their course such as the Sermon on the Mount or Jesus attitude to people who asked Him for help.</p>	6	

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>Hopefully candidates will see that this statement contradicts much of Roman Catholic teaching. This may lead them to explore some of the teaching they have used above in the context of this question. They could, for example, make use of the 'golden rule' and discuss the importance of treating everyone the way one would want to be treated.</p> <p>Some though may argue that it is important to look after their own family first and explain why they believe this. Some may see the question in terms of helping people in the United Kingdom rather than abroad, again they would need to try and justify this view.</p> <p>Others may argue that there is no dichotomy here and that it is possible to look after their own family and still share some of their wealth / gifts if those who are needier here and abroad.</p> <p>Some may describe the way, for example, Roman Catholics are encouraged during Lent, as part of their sacrifice to give up something they might otherwise buy and give the money to some good cause. Others may talk about 'fasting lunches' often held in schools during Lent and the effect that can have in making them aware of world wide problems.</p>	12	

Question		Answer	Mark	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The new covenant between God and His people • A collection of books including the gospels and writings of the early Church • The second part of the Bible <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Lectio Divina • An aid to meditation or contemplation • Quiet reading during or before prayer at home or in a Church • Parts of the bible are included in the rosary <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Mythological • History • Poetry • Psalm • Hymns • Prophecy • Apocalyptic writing • Law • Wisdom <p>1 mark for each response.</p>	3	Individual books rather than types of literature such as Genesis, Kings etc should not be credited

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>Candidates may begin by explaining that the Old Testament contains the history of Salvation from a Jewish and Christian perspective and that much of our understanding of the New Testament depends on the many different kinds of literature found in this sacred scripture.</p> <p>In support of this view candidates may discuss the way that passages from the Old Testament are read out daily at Mass reflecting the importance that the Roman Catholic church places on its believers understanding and reflecting on these texts.</p> <p>Some may explain the Christian belief that Jesus is in fact the Messiah prophesied in the Old Testament.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Some candidates may begin by explaining some of the ways they are aware that the bible may be perceived as contradicting itself.</p> <p>They could, for example compare the compassionate, 'fatherly' God described by Jesus in His teachings with the God of vengeance often found in the Old Testament.</p> <p>They may, for example, describe the God who destroyed the cities of Sodom and Gomorrah or the Gods who while helping his own people did dreadful things to the Egyptians.</p>	12	Candidates might also use contradictions in social teaching eg divorce.

Question	Answer	Mark	Guidance
	<p>On the other hand some may discuss the idea that there is a developing understanding and relationship between God and his people throughout the Old Testament. They may argue that in the earlier writing God is dealing with a primitive people who needed strict control much like a young child and a parent. Some may point to the developing signs of a belief in a more compassionate God in the later prophetic writings, such as Hosea.</p>		

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