

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

Unit **B573**: RC Christianity (Roman Catholic) 1

Mark Scheme for June 2011

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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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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

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

AO2 part (e) question

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

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p>What are commandments?</p> <ul style="list-style-type: none"> • Instructions from God • Rules given to Moses • Ways of living a good life <p>1 mark for response.</p>	[1]	
	(b)	<p>State the two great commandments given by Jesus.</p> <p>There are two commandments considered to be greater than the others, namely that we must love the Lord our God with all our heart and soul and that we should love our neighbours as ourselves. 1 mark for each response.</p>	[2]	
	(c)	<p>State 3 ways in which a Roman Catholic might obey The Ten Commandments.</p> <p>Candidates may approach this question from a range of responses. They could, for example, build on their answers to part (b) and describe ways of demonstrating their love for God; possibly even saying that this could be seen through the way they treat their neighbours.</p> <p>Others may talk about keeping the Sabbath Holy and what that might mean in a multicultural, multiethnic society. They may include issues such as Sunday trading or professionals playing sport.</p> <p>Others may describe how they can honour their parents, choose not to steal or kill. Some may describe the commandment about 'Idols' in terms of the cult of celebrity.</p> <p>Whichever commandments the candidates choose they should focus on how a Roman Catholic might make an effort to keep the commandments.</p> <p>1 mark for each response.</p>	[3]	The three examples must come from the Decalogue and not from the Two Great Commandments or other biblical teaching.

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<p>Explain what Roman Catholics believe about eternal life.</p> <p>Responses might include: Examiners should mark according to AO1 level descriptors.</p> <p>Candidates may explain the idea contained in the Nicene Creed that eternal life begins with bodily resurrection and that this life will be lived out in heaven or hell. Some may explain that those who die when they are not yet ready for heaven are believed to go to a place (state) called purgatory. In purgatory people are cleansed of their earthly sins and purified for entrance to heaven.</p> <p>Roman Catholics believe that the beatific vision of God is part of the pleasure of being in heaven and that they will be in a state of happiness for all eternity.</p> <p>Hell, on the other hand, is believed to be a place of suffering for those who have lived lives which deserve an eternity of damnation.</p>	[6]	
(e)	<p>'The Ten Commandments are no longer important to Roman Catholics.'</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Responses might include: Examiners should mark according to AO2 level descriptors.</p> <p>Candidates may approach this critique by exploring the extent to which modern society has made archaic commandments redundant in the light of modern religious/moral challenges. The commandments, for example, have no direct comment on issues such as drug</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
		<p>addiction, abortion, racism or many others which the candidates may want to raise.</p> <p>Alternatively they may discuss the idea that the commandments are at root universal and timeless instructions on how human beings should live their lives. They may take, for example, an idea such as that we should not 'murder' as an incidence of a universal truth. The same may be true of keeping the Sabbath holy.</p> <p>Others may explore the idea of 'coveting' and the way that envy of others people property can lead to sin or social disharmony as easily today as when the commandments were written.</p>		
2	(a)	<p>What is a pilgrimage?</p> <ul style="list-style-type: none"> • A visit to a Holy Place • A Religious Journey • Any similar description <p>1 mark for response.</p>	[1]	Religious 'trip' would not gain a mark because there are other religious trips such as reflection days or retreats.
	(b)	<p>Name two places of pilgrimage.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Bethlehem • Lourdes • Nazareth • Rome • Walsingham • Holy Land • or any acceptable alternative site. <p>1 mark for each response.</p>	[2]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p>Describe what happens at one Christian place of pilgrimage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Visits to places Jesus lived; seeing the places, touching holy artefacts • If they chose Lourdes, processing to the Citadel, washing in the water • Attending Religious ceremonies • Possibly ecumenical services if they have chosen Taizé. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p>	[3]	
(d)	<p>Explain why Roman Catholics might choose to go on a pilgrimage.</p> <p>Response might include: Examiners should mark according to AO1 level descriptors.</p> <p>Some may discuss walking as part of the process of pilgrimage, for example to Walsingham or Compostela to purify the soul or to test themselves spiritually. Some may talk about the need to build their faith through the possible spiritual benefits of making a pilgrimage; for example, some may be aware of the indulgences available or for others the idea of leaving behind material things and carrying only what is essential.</p> <p>Others may explore the history of pilgrimage in the Roman Catholic Church and may even be aware of the idea of indulgences, exploring the idea that certain activities in this life might reduce the time spent in purgatory – though while they may gain credit for this, the discussion of this concept is not necessary for full marks.</p>	[6]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Others may discuss reasons for going on pilgrimage to places of apparitions, such as Fatima or Medjugorje. Possibly looking to be inspired by other pilgrims or by the messages and miracles believed to be brought about by the Blessed Virgin Mary.</p>		
(e)	<p>‘Roman Catholics should look after the poor and not waste time on personal spiritual journeys.’</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Responses might include: Examiners should mark according to AO2 level descriptors.</p> <p>Some candidates may begin with a critique of the idea that there is a false distinction in the question, examining the idea that things like sponsorship may be combined with pilgrimage to help the poor at the same time.</p> <p>Others may focus, to begin with, on the extent to which the self improvement brought about through making a pilgrimage could eventually lead to a greater understanding of what they can do to fight poverty. Depending on where the pilgrimage is to, they may experience poverty in a way that they never could if they stayed at home. Alternatively candidates may take the line from the gospels that they poor will be with us always and argue that the first duty of any Christian is to save their own soul.</p> <p>Others may explore the idea that in a lifetime that is usually enough time to do both of these things and that a full life could encompass both these activities and many more.</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(a)	<p>What is the World Council of Churches?</p> <ul style="list-style-type: none"> • A movement, a body, an organisation, whose goal is Christian unity <p>1 mark for response.</p>	[1]	
	(b)	<p>State <u>two</u> similarities between the Orthodox and Protestant Churches.</p> <ul style="list-style-type: none"> • Belief in the life and teachings of Jesus Christ • Belief in the Apostles/Nicene Creed • Schismatic in the eyes of the Roman Catholic Church • Some may make distinctions between different protestant churches; Anglican, Baptist, Presbyterian, etc. • Similarities in sacraments • Use of similar vestments during ceremonies <p>1 mark for each response.</p>	[2]	
	(c)	<p>Explain why some denominations use shared churches.</p> <ul style="list-style-type: none"> • Some may not be able to afford their own Church • It may be a step towards Christian unity • They will be able to share their resources as well as the building • A sign of caring in the community beyond their own denomination <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p>	[3]	
	(d)	<p>Explain the importance of <u>one</u> Ecumenical Community.</p> <p>Responses might include: Examiners should mark according to AO1 level descriptors.</p>	[6]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>The approach that candidates take to this question will depend on which kind of ecumenical communities they have studied. If, for example, they have looked at Corrymeela they may explore the effect of religious belief on a community and the importance of ecumenism in healing the harm that can be caused by bigotry.</p> <p>Alternatively they may explain the Taizé Community which is made up of over a hundred brothers, Catholics and from various Protestant backgrounds, coming from around thirty nations. By its very existence, the community believes that it is a “parable of community” that wants its life to be a sign of reconciliation between divided Christians and between separated peoples.</p> <p>It is important that, whichever community candidates choose, they discuss why they are important and not just describe the kind of work that goes on in them.</p>		
(e)	<p>‘Churches who worship together ignore the very real differences between the beliefs of Christians.’</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Responses might include: Examiners should mark according to AO2 level descriptors.</p> <p>Candidates may approach this issue from either angle. Some may for example discuss whether or not worshipping together should be the beginning of an ecumenical process or the goal of the process.</p> <p>Those who say that ecumenical services should be the goal of ecumenism are more likely to discuss the differences</p>	[12]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>between different denominations; for example the sacramental nature of some churches compared with those whose main focus would be on 'the Word of God' and where a pulpit rather than an altar would take central position in their church building.</p> <p>Others may take the approach that there are more similarities than differences between the denominations and that, therefore, worshipping together may help people to recognise that there are more things which could bring them together rather than drive them apart.</p>		

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