

# **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 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

**Subject-specific Marking Instructions****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, ie 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

<b>Level 3</b> <b>5-6</b>	<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>
<b>Level 2</b> <b>3-4</b>	<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>
<b>Level 1</b> <b>1-2</b>	<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>
<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>


## AO2 part (e) question

<p><b>Level 4</b> <b>10-12</b></p>	<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>• 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> </ul> <p>Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4-6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <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> </ul> <p>There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7-9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <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> </ul> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1-3</b></p>	<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>• 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> </ul> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>


Question		Answer	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An altar</li> <li>• A tabernacle</li> <li>• Stations of the Cross</li> <li>• A crucifix</li> <li>• A lectern</li> <li>• A pulpit</li> <li>• An ambo</li> <li>• Statues of saints</li> <li>• A baptismal font</li> <li>• Sanctuary lamp.</li> </ul> <p>1 mark for a correct response.</p>	1	<p>Generally expecting things found in a church that are not brought out as part of a service.</p> <p>Additionally accept Candles: Paschal Candle, candles, votive candles. Stoop Stained glass window</p>
	(b)	<p>Responses might include:</p> <p>Godparents will reply 'We are' to</p> <ul style="list-style-type: none"> <li>• Are you ready to support the parents?</li> </ul> <p>They then reply 'I do' to</p> <ul style="list-style-type: none"> <li>• Do you renounce Satan and all his works?</li> <li>• Do you reject sin?</li> <li>• Do you reject evil?</li> </ul> <p>1 mark for each response.</p>	2	<p>Candidates must include the promises made in infant baptism.</p> <p>Allow promises made by god parents on behalf of the infant</p>




Question	Answer	Marks	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The Priest greeting</li> <li>• Old Testament readings</li> <li>• Gospel Readings</li> <li>• The offertory</li> <li>• The Eucharist prayer</li> <li>• Receiving Holy Communion</li> <li>• The final blessing</li> <li>• The Instruction to 'go forth to love and serve the Lord.'</li> </ul> <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>A marriage ceremony is important to Roman Catholics as it is seen as a public witness to commitment and faithfulness within the community.</p> <p>It is also a sacrament which gives it a certain status within the Church.</p> <p>It is also important as within the rite are statements and promises which the couple commit themselves to, such as having children and bringing them up within their faith.</p> <p>It may also be seen as a time for married couples to reflect on their own commitment.</p> <p>The ceremony also emphasises the role of the Divine in Roman Catholics lives.</p>	6	<p>In B574 the emphasis is on is the <b>marriage ceremony</b> which this question expects as the focus of the answer</p>

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by exploring the idea of this kind of obligation. They may say that if one belongs to a community then it is important that they bear witness to the important aspects of that community and for Roman Catholics Sunday Mass attendance is central to that witness.</p> <p>Others may explore the idea that spiritual exercise is as important as physical exercise and that regular attendance at religious occasions such as Sunday mass is important for spiritual development.</p> <p>Some may suggest that in our modern world where Sunday has become, for many, a working day like any other and Mass attendance is a luxury which they can no longer afford.</p> <p>Others may take the line that some clergy are out of touch with young people today and that they have nothing relevant to say to them so they feel no need to sit through what they consider an intrinsically boring service.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• St Francis</li> <li>• St Dominic</li> <li>• St Ignatius</li> <li>• St Benedict</li> <li>• Venerable Mary Ward</li> <li>• Blessed Mother Teresa.</li> </ul> <p>1 mark for a correct response.</p>	1	<p>'Religious community' is a community of people.</p> <p>Accept the founders of Taize – Brother Roger, Corrymeela – Rev Dr RR Davey and Iona – St Columba, Rev G MacCleod</p>
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A variety of prayers may be mentioned</li> <li>• The sprinkling of the coffin with Holy water</li> <li>• The panegyric or eulogy</li> <li>• The burial or cremation of the deceased.</li> </ul> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• a quote from the letter of James</li> <li>• the parable of the sheep and the goats</li> <li>• the golden rule from the Sermon on the Mount</li> <li>• a beatitude</li> <li>• a quote from Luke Chapter 3.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	<p>The question calls for one teaching and therefore that teaching needs development and exemplification.</p> <p>Accept biblical or Church teaching</p>

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin with a description of Roman Catholic beliefs about eternal life and the emphasis put on these by the funeral rites.</p> <p>Others may begin by discussing the need for the bereaved to be comforted and the role of funeral rites in this context.</p> <p>The importance of aspects such as the eulogy in leaving positive and happy memories in the mourners minds.</p> <p>Candidates may also discuss the support found in family and friends coming together for this service. Some may also be aware of the change from the priest wearing black to wearing white for this rite to emphasis the idea of the resurrection and the celebration of the person's life.</p>	6	<p>The emphasis is on is the <b>funeral rites</b> which this question expects as the focus of the answer.</p>
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by suggesting that the question contains a false dichotomy. They may suggest both that looking after the living and treating the dead with respect are not mutually exclusive. Some may suggest that funerals do not have to be expensive and that a wide variety of different ways of burying are on offer these days.</p> <p>Others may agree with the sentiment in the question and say that if money is an issue for people then expensive rites are inappropriate. They may argue that the rites make no practical difference to the deceased and that the living may be in more need.</p> <p>Some may suggest that in fact the living, being the ones who need the support, may in fact benefit more from the funerals, expensive or otherwise.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	3	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• 72</li> </ul> <p>1 mark for a correct answer.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Matthew</li> <li>• Mark</li> <li>• Luke</li> <li>• John</li> </ul> <p>1 mark for each correct answer.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The readings during Mass</li> </ul> <p>During the sacraments:</p> <ul style="list-style-type: none"> <li>• Marriage</li> <li>• Baptism</li> <li>• Confirmation</li> <li>• Reconciliation</li> <li>• Sacrament of the sick as a Church service</li> <li>• Bible Prayer Services.</li> </ul> <p>1 mark for each response.</p>	3	Carried into Mass Focus for worship

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may start by talking about the knowledge of Jesus' life which we can obtain from the gospels. The importance of both the way He lived His life and the His teachings as interpreted by the evangelists.</p> <p>Some may discuss our knowledge of the formation of the early Church through the letters of St. Paul and the Acts of the Apostles.</p> <p>Others may look at specific teachings from the New Testament and describe how they can be applied to Christian lives today giving standards and values by which to live.</p> <p>Many may compare life styles today with those at the time of Jesus and focus on how his teachings are still applicable.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by attacking the question and asking where we would find the most basic teachings of Christianity if we do not search through the bible. They may argue that the foundation of all the moral teaching of Christianity throughout the ages, including today, is found in the Bible, particularly the gospels.</p> <p>Others may argue that the teaching found in the bible are rooted so far in the past and in strange cultures compared with our own that there is no ground for finding a way of being a better Christian.</p> <p>Some may explore the idea that the best moral teaching comes from the example of other people and can never be found in a book. They may say that a book as such can never make someone a better Christian; exploring the idea that actions are more important that reading.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	3	

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