

**GCSE**

**Religious Studies A: (World Religion(s))**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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

	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
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## Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## 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/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

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

**MARK SCHEME****B573**

1c - Corporal acts of Mercy or Spiritual? Include list in guidance.

p 14 2e - typo should be 'feast' of the Epiphany not fast

3a include straight definition? Eg Movement aimed at achieving unity

3b Members of the WCC - include Orthodox - quite a few put it

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Blessed Virgin Mary</li> <li>• Mary</li> <li>• The Immaculate Conception</li> </ul> <p>One mark for response.</p>	1	Holy Mother
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Examples of pure lives</li> <li>• Giving up everything for God</li> <li>• Role models</li> <li>• Their teachings, such as poverty for St Francis</li> <li>• By their virtues and charisma</li> </ul> <p>One mark for each response.</p>	2	<p>To present prayers and petitions to God. Pray for guidance</p> <p>Accept choosing a saint's name as a Confirmation name</p>
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• By being pure of heart</li> <li>• By being merciful</li> <li>• By being peacemakers</li> <li>• By hungering and thirsting for righteousness</li> <li>• By keeping the faith in spite being persecuted</li> <li>• By being poor of spirit</li> </ul>	3	Answers need to be specifically linked to one of the Beatitudes

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• By being gentle</li> <li>• By mourning</li> </ul> <p>One mark for each response.</p>		
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The idea of forgiving others is given a prominent place in the way Jesus taught his followers to pray. In the Our Father Roman Catholics pray that they might be forgiven as they forgive others.</p> <p>Reconciliation is one of the seven sacraments and it is through asking that their sins are forgiven that Roman Catholics can heal any divisions in their relationship with God. They may say that Priests are a channel of God's forgiveness and that they do not forgive themselves.</p> <p>Jesus said to St Peter that what he frees on earth will be freed in heaven and what he binds on earth will be bound in heaven.</p> <p>Catholics now refer to confession as the Sacrament of Reconciliation as they perceive the process to be about reconciling their relationship with God rather than listing sins in a confessional.</p>	6	<p>"Forgive not 7 times etc."</p> <p>Death and resurrection for forgiveness of sins.</p> <p>Repent and be baptised</p>

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>Many of the moral problems Roman Catholics face today are not mentioned in the New Testament or in the Creed. This means that the Church leaders have to interpret these teachings and young people may feel that these interpretations by another generation say nothing to them.</p> <p>Some may argue that many of today's problems are often rooted in religious beliefs and it is only through understanding their own and others' beliefs that many of today's moral problems can be solved.</p> <p>Others may also say that religious beliefs are intended to be a challenge to people in all eras. In our own time many religious leaders have challenged the relativism which is often seen in Government announcement and laws. They also challenge the oft repeated idea that 'It is my opinion and I am entitled to it'.</p> <p>Some candidates may use some of the specific teaching they have studied to support their arguments for example the beliefs exemplified in the teachings of the beatitudes or some of the parables which show the importance of helping others or the sanctity of life which are as relevant today as at any other time.</p> <p>Some candidates may use issues they have seen in the news such as same sex marriage, assisted suicide, abortion, contraception or issues surrounding the death penalty.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A period of time preparing to remember Jesus' death and resurrection at Easter.</li> <li>• A time of fasting and penance in preparation for Easter.</li> <li>• A season in the Church's year.</li> <li>• A time to remember Jesus' forty days in the desert.</li> </ul> <p>One mark for response.</p>	1	A time of prayer, penance, repentance of sins, almsgiving, atonement and self-denial
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Burn last year's psalms</li> <li>• Go to Mass/Ashing service</li> <li>• Have ashes put on their heads</li> <li>• Fast</li> <li>• Abstain from meat</li> </ul> <p>One mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Palm Sunday celebrations</li> <li>• The Mass of the Lord's Supper</li> <li>• The washing of feet by priests</li> <li>• The Good Friday Service</li> <li>• Watching by the tomb</li> <li>• Ecumenical services which may include a walk of witness</li> </ul> <p>Marks will be awarded for a statement plus any combination of development and exemplification.</p>	3	<p>Tenebrae (extinguishing of Candles) Uncovering the crucifix Stations of the cross</p> <p>Specific practices of holy week not just prayer, mass, singing hymns unless specifically linked to a day of Holy Week</p>

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>At Pentecost Roman Catholics remember the coming of the Holy Spirit and celebrate this day as the birthday of the Church. One of the reasons this is important to Roman Catholics is that the gifts of the Spirit, which were given to the Apostles on this day, gave them the courage to leave the room they were hiding in and the confidence to preach the Good News or Gospel to those who had gathered in Jerusalem.</p> <p>Jesus had also made the point that he had to leave so that the Holy Spirit could come. Among the gifts was the ability to be understood by people who did not speak their language which allowed the Church to grow beyond its Jewish roots.</p> <p>Candidates may argue that in terms of the growth of the Church Pentecost is as important as Easter.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Communities whether they are religious or otherwise find celebrating their identity as an important sign of who they are. This may lead them to explore whether some religious festivals will always be important while others may only be important in some parts of the world, or may become less important over time. For example the feast of the Epiphany seems to be largely ignored in the UK, whereas it is more important than Christmas on the Continent.</p> <p>Alternatively candidates may say that many celebrating festivals such as Christmas are becoming increasingly expensive and a Church which claims to care for the poor should not be seen to be extravagant. Also festivals which involve missing work could impact adversely on economies in a time of austerity.</p> <p>Others may point to the need for communities to come together to support one another as well as to celebrate and that rejoicing in their beliefs is an important factor in being a Roman Catholic.</p>	12	

Question		Answer	Mark	Guidance
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Christian Churches striving for unity.</li> <li>• Attempting to bring different Christian Churches together.</li> </ul> <p>One mark for response.</p>	1	<p>Co-operation between churches</p> <p>Single church- full unity with all estranged parts of the Church</p> <p>Breaking down barriers between Christian denominations</p>
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Baptist</li> <li>• Methodist</li> <li>• Church of Scotland</li> <li>• Church in Wales</li> <li>• Church of England/Anglican</li> <li>• Conference of European churches</li> <li>• European Council of Episcopal conferences</li> <li>• European Evangelical alliance</li> <li>• Orthodox</li> <li>• Pentecostal European conference</li> <li>• Protestant</li> <li>• Society of friends (Quakers)</li> </ul> <p>One mark for each response.</p>	2	Accept any relevant denominations.

Question	Answer	Mark	Guidance
(c)	<p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• The importance of scripture</li> <li>• Belief in the importance of Jesus</li> <li>• Some have priests and bishops in common</li> <li>• Regular Sunday services</li> <li>• Some have similar baptismal, marriage and funeral rites</li> <li>• Same festivals</li> <li>• The importance of Christmas and Easter</li> </ul> <p>Marks will be awarded for a statement plus any combination of development and exemplification.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by describing the Taizé Community as an ecumenical monastic order in Taizé, Saone-et Loire, Burgundy, France. It is composed of more than one hundred brothers, from Protestant and Catholic traditions, who originate from about thirty countries across the world.</p> <p>Young people go to Taizé and contribute work to the community, meditate and worship together singing simple Latin songs. Candidates may explore the way people are helped to develop self-awareness of what is in their heart and to listen to God. They develop listening skills which help them to discuss the challenges of being a young Christian. Living a simpler monastic life without television and luxuries helps people find meaning to life and to decide what is really important.</p> <p>Candidates may also explore the effects that a visit to Taizé may have on pilgrims after they return to their homes. Does it, for example, lead to a better understanding of local denominations or does it lead to them working towards Christian unity.</p>	6	Candidates should explain the effect of the experience of Taize

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>Candidates may argue that it is not a good witness to Christ to have so many differences in the way they interpret their faith. Some may know that this is what instigated the Ecumenical movement which started in Edinburgh in 1910, when missionaries who worked in Africa discussed the problem of the 'truth' of religious beliefs being presented differently in different local villages.</p> <p>Some may explore the damage that can be done by different denominations living closely and fighting over local power. They could for example say use the decades of violent power struggle which has gone on in Northern Ireland. While this may have reduced, they may point to the amount of work still to be done before peace is the norm in this Province. They could even look at the violence associated with local football matches such as Celtic and Rangers.</p> <p>Alternatively some may argue that Christians should have the freedom to choose how to interpret Christian teachings. The early Church took centuries to agree on a common Creed and sections of that have been challenged down through the millennia. Given that this is the case it could be argued that a more sophisticated understanding of the universe could lead to new interpretations of these teachings more applicable to the modern world.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 8.	SPaG 3	
	<b>Total</b>	<b>51</b>	

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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