

## **GCSE**

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

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

General Certificate of Secondary Education

### **Mark Scheme for June 2017**

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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**

	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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**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, 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, 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.

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.

**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.

<b>SPaG mark awarded</b>	<b>Mark if candidate eligible for one third (eg grammar only)</b>	<b>Mark if candidate eligible for two thirds (eg grammar and punctuation only)</b>
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 and /or 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>	<b>No evidence submitted or response does not address the question.</b>

## 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>

Question		Answer	Mark	Guidance
1	(a)	<p><b>Name one symbolic action used in an ordination.</b></p> <ul style="list-style-type: none"> <li>• The Priest lies before the Altar</li> <li>• The Bishop and Priests lay their hands on the head of the ordinand</li> <li>• His stole is changed from one shoulder to two</li> <li>• The ordinands hands are anointed with oil</li> </ul> <p>1 mark for response.</p>	1	Sign of the Cross Sign of Peace Blessing
	(b)	<p><b>Name two items which can be found on an altar during a Roman Catholic mass.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Candles</li> <li>• Corporal</li> <li>• Ciborium</li> <li>• Chalice</li> <li>• Paten</li> </ul> <p>1 mark for each response.</p>	2	Cruet Pall Missal Bread and wine Purificator Book of the Gospels Pyx Crucifix or Cross

	(c)	<p><b>State three ways that lay people might contribute during a Roman Catholic Mass.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Choir/Musicians</li> <li>• Reading the texts of the day to the congregation</li> <li>• Bringing up the offertory gifts</li> <li>• As servers</li> </ul> <p>1 mark for each response.</p>	3	<p>Extra Ordinary Minister of Communion Collection Children's Liturgy</p>
	(d)	<p><b>Explain how the symbols found in a Church might support the beliefs of Roman Catholic worshippers.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Crucifix helps Roman Catholics to focus on the sacrifice Jesus made for them and the thanksgiving which is the focus of the Mass.</p> <p>The Stations of the Cross help believers to journey with Christ through his suffering often supporting suffering they may be going through in their own lives.</p> <p>Stain Glass windows often have parts of the Christian story either literally or symbolically and like Statues these can help Roman Catholics in their prayers.</p> <p>The Baptismal Font symbolises the washing away of original sin at the beginning of a faith journey.</p>	6	<p>Tabernacle Statues Sanctuary Lamp Monstrance</p>

	(e)	<p><b>‘Roman Catholics should only be married in a Church.’</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>It is an important Roman Catholic belief that marriages should be witnessed by the community the couple belong to and the priest as God’s representative. As such the obvious place for the rite to take place is in the community’s place of worship.</p> <p>Alternatively candidates may explore the idea that the important part of the process is to take their vows to each other and before their God. This would mean that they could do this anywhere and might argue, for example, an outdoor service might be more symbolic than in a building.</p> <p>Others may say that their community focus is no longer the Church but their places or work or leisure. This might lead to a discussion of whether it might be more important for them to have their marriage witnessed by these communities than their religious communities and that they may see the Church itself as inappropriate.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p><b>State one example of individual prayer.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• meditation</li> <li>• contemplation</li> <li>• private recitation of the rosary</li> <li>• Our Father</li> <li>• Hail Mary</li> <li>• Grace before a meal</li> </ul> <p>1 mark for response.</p>	1	Reading the Bible
	(b)	<p><b>State two things that happen during a rite of anointing the sick.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• hearing the sick person's confession</li> <li>• anointing with oil</li> <li>• receiving the Eucharist</li> <li>• oil on head and hands</li> </ul> <p>1 Mark for each Response</p>	2	Reading from the Bible Praying for the person Sprinkling with holy water Healing Last Rites

	(c)	<p><b>Describe what Roman Catholics teach about concern for others.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>They teach that Roman Catholics should treat others as they would want to be treated</li><li>They teach that they have a duty fight for justice</li><li>They teach that all men and women are equal</li><li>They teach that they should forgive others</li></ul> <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	Corporal acts of mercy
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	(d)	<p><b>Explain the importance of religious communities to Roman Catholics.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>These communities often reflect different charisms which are believed to be given to different religious orders such as the Franciscans, Benedictines or Jesuits. These are charisms such as poverty, prayer, teaching, nursing or caring for the dying. They are therefore seen as important examples of the important missions of the Church.</p> <p>Others may explain the kind of work these communities may do at a local level and use example from their own parishes or schools.</p> <p>Others may interpret the question in terms of local organisations such as the St. Vincent de Paul Society or the L'Arche communities.</p>	6	
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	(e)	<p><b>‘Nurturing the young in the Roman Catholic faith is the most important thing the Roman Catholic church can do.’</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by pointing to the promise to have children and bring them up as Roman Catholics which is made during the marriage ceremony. They may explore the extent to which this places nurturing the young at the forefront of mission of the Church or whether caring for others, such as the elderly, may be just as important or even more important.</p> <p>Alternatively some may assess the extent to which the main mission of the Roman Catholic church should be to support the spiritual development of any member of the Church and should be more concerned with getting souls to heaven whatever their age.</p> <p>It is important that candidates do not just assert their opinions but support their views with reasoned arguments.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p><b>What is the meaning of the word Bible?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Library or Group of Books</li></ul> <p>1 mark for response.</p>	1	
	(b)	<p><b>Name two writers of epistles in the New Testament.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• St. Paul</li><li>• St. Peter</li><li>• St James</li><li>• St John</li><li>• St Jude</li></ul> <p>1 mark for response.</p>	2	

	(c)	<p><b>Give three ways that Roman Catholics demonstrate the importance the Bible.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• By carrying it in procession into Mass</li> <li>• By kissing it during ceremonies</li> <li>• By having liturgies focused around the sacred scriptures</li> <li>• illuminated gospels</li> <li>• by studying its teachings in detail</li> <li>• by turning its teachings into icons.</li> </ul> <p>1 mark for each response.</p>	3	<p>Candidates may begin my discussion practices such as lectio divina, the meditative reading and reflecting on scripture. Others may explore the use of some scriptural stories as reflective material while saying the rosary.</p> <p>Others may explain how it might be used in different ways during the Mass, the spreading of the Gospel, the singing of psalms, its integration into the eucharistic prayer. For example the phrase 'do this in memory of me' as part of the eucharistic prayer and description of the instruction during the last supper.</p>
	(d)	<p><b>Explain why the New Testament cannot be understood without the Old Testament.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The New Testament shows that Jesus is the One in whom and through whom all the promises of God find their fulfilment. These promises are only to be understood from the Old Testament. The New Testament presupposes a knowledge of the Old Testament. Everything that is a concern to the New Testament writers is part of the one redemptive history to which the Old Testament witnesses. The New Testament writers cannot separate the person and work of Christ, nor the life of the Christian community, from this sacred history which has its beginnings in the Old Testament.</p>	6	

	(e)	<p><b>‘Jesus’ teachings can never be out of date.’</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Here candidates may produce the full range of responses from ‘no’ his first century upbringing makes it unlikely that his views have any relevance. Others may argue that he was expressing eternal truths and it does not matter which century he chose to teach in, his views will always be relevant.</p> <p>Some may argue, for example, that modern ethical questions are created by situations which were beyond the comprehension of anyone from such a primitive society. Cloning, gm crops. IVF or abortion are not mentioned in the New Testament. So while some things such as be compassionate, care for others or forgive as your heavenly Father forgives may be true for all ages it is not the case that Jesus’ teachings are universally true for all time.</p> <p>Others may say that whatever the moral issue a full interpretation of Jesus’ teachings can be applied and made relevant.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
		<b>Total</b>	<b>51</b>	

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