

GCSE

Religious Studies A: (World Religion(s))

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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

The following annotations are available on SCORIS:

Annotation	Meaning
	Blank Page – this annotation must 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.
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, 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

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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

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>

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • St Peter • St. Paul • Cardinal Newman • St Teresa • A local saint • Any of the Communion of Saints <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Father • Son (Jesus) • Holy Spirit <p>1 mark for each response.</p>	2	Must be 'God the Father' for an appropriate response rather than just 'God'.
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Murder • Adultery • Drinking and Driving • Blasphemy • Missing Mass on a Sunday • Lying • Stealing <p>1 mark for each response.</p>	3	<p>Candidates may cite specific sins as in the mark scheme or give general categories such as</p> <ul style="list-style-type: none"> • Venial sins • Mortal sins • Acts of Commission • Acts of Omission
	(d)	Examiners should mark according to the AO1 descriptors.	6	

Question	Answer	Mark	Guidance
	<p>Candidates might consider some of the following:</p> <p>Candidates may refer to the Parable of the Sheep and the Goats and its meaning in this context.</p> <p>Some may more explicitly spell out the ideas such as the feeding of those who are hungry, the visiting of those who are in hospital or prisons, exploring the idea of reward for those who do these things and punishment for those who do not.</p> <p>Some may make more general statements about how Christians can expect to be judged on the way they have lived their lives and that heaven or hell awaits the decision of God on our lives.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may begin by attacking the premise of the question and go onto explore a number of teachings from the Sermon which are particularly useful as advice for Christians today.</p> <p>For example they may say there is advice about relationships and the importance of treating others well to the extent of saying that you should treat others as you want to be treated. It also highlights the importance of having God in your life which is arguably as important today as it was 2000 years ago. The Our Father gives relevant advice on the priorities which we should have in our daily lives.</p>	12	

Question		Answer	Mark	Guidance
		Alternatively some may indeed say that we are living in a harsher world where much of the compassion encouraged in the Sermon would make it hard for modern Christians to survive. Some may argue that 'greed' is more important than 'care'.		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A time of preparation for Christmas • The beginning of the year for the Roman Catholic Church • Period beginning the fourth Sunday before Christmas <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Lighting special candles during each of the Sunday masses • The advent wreath • Christingle • Advent candles in the home • Liturgical purple • Advent calendars <p>1 mark for each response.</p>	2	<p>Advent carol services.</p> <p>Pray, fast, give to charity.</p> <p>'Going to Mass' needs to be contextualised.</p>
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Gold • Frankincense • Myrrh <p>1 mark for each response.</p>	3	

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>Candidates may begin with explaining that the word Epiphany comes from the Greek meaning 'to show forth'. They may then focus on the idea that Jesus is shown to the world beyond Judaism.</p> <p>They may discuss the importance of the Magi coming from far countries and the fact that they demonstrate, early in Jesus' life that he has come for gentiles as well as Jews.</p> <p>Some may be aware that this feast is celebrated in some parts of Europe as a more important feast than Christmas with the giving of gifts being kept to this day.</p> <p>Others may focus on the significance and meaning of the gifts given by the Magi; for example, the myrrh pointing to the future suffering of Jesus.</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 pointing to the fact schools, workplaces and shops tend to want to start celebrating Christmas well before Advent and for many of this it is in a commercial rather than a religious manner.</p> <p>Many Christmas parties and dinners have lost any sense of why the holiday exists. Most shops seem to be more interested in pushing Santa Claus than indicating the idea that religious believers are celebrating the birth of the Son of God.</p>	12	

Question		Answer	Mark	Guidance
		<p>Others may explore the argument that Christmas is still celebrated by believers more than any other feast in the Church's year. Roman Catholic Churches are regularly full to bursting on Christmas Eve by some believers who rarely attend church the rest of the year.</p> <p>Some candidates may refer to the increased charitable giving at this time of the year in recognition of it being a religious celebration. They may for example refer to the way some people buy things from CAFOD, such as goats, which will go directly to areas which suffer from famine.</p>		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Greek • Russian • Coptic • Armenian • Ethiopian • Syrian <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Encouraging ecumenism • Working for inclusive communities • Working with churches in situations of conflict • Indigenous peoples advocacy • Action on aids in Africa • Promote their common witness in work for missions and evangelism 	2	<p>Today the WCC focuses its work in six programme areas: <u>The WCC and the Ecumenical Movement in the 21st Century</u>, <u>Unity, Mission, Evangelism and Spirituality</u>, <u>Public Witness: Addressing Power, Affirming Peace, Justice, Diakonia and Responsibility for Creation</u>, <u>Education and Ecumenical Formation</u> and <u>Inter-Religious Dialogue and Cooperation</u>.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Engage in Christian service by serving human need, breaking down barriers between people, seeking justice and peace and upholding the integrity of creation • Foster renewal in unity, worship, mission and service. <p>1 mark for each response.</p>		
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Eucharist • Seven sacraments • Priests leading worship • The Our Father • The use of scripture during worship • Asking for intercession of the saints <p>1 mark for each response.</p>	3	Has to be similarities in worship, not just general similarities eg 'They both believe in the Trinity'.
(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 suggesting that putting the golden rule, love others as you would want to be loved, into practice could have significant effects of the life of a Roman Catholic. They may, for example, explore the expectations of the workplace where loving others may not be beneficial for a career. Others may look at it as a key teaching for those who go into 'caring occupations' such as medicine or counselling.</p> <p>Some candidates may look at areas of medicine such as abortion or euthanasia and explore the difficulties of keeping to Roman Catholic teachings in these practices.</p>	6	

Question	Answer	Mark	Guidance
	<p>Others may focus on the time a Roman Catholic may give up when they might prefer to do other things; for example, attending Mass on a Sunday and some feast days may cut across some sporting or leisure activities. Others may discuss the sacrament of reconciliation and the opportunity this gives Roman Catholics for renewal in their spiritual lives.</p> <p>Others may discuss the consequences for couples and families of Roman Catholics keeping a strict interpretation of the rules on contraception.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may begin by asking why we have religious differences if they do not matter, which may lead them to a discussion of what these differences are. Some may use their knowledge of the Great Schism or the Reformation as a starting point and thereby put the differences into a historical context.</p> <p>Others may explore the consequences of these divisions through the many sectarian practices which are found in our own country or throughout the world.</p> <p>Some may question whether or not in a country which is allegedly 'post Christian' these differences are still important. In an age where, for example, many so called local football teams (Liverpool/Everton, Celtic/Rangers) are full of international players their roots in Catholic or Protestant clubs are no longer relevant.</p>	12	

Question	Answer	Mark	Guidance
	Ecumenical services may be discussed as a way some denominations are trying to overcome the differences but could, equally, be cited as emphasising minor and major differences, For example the slight change in the ending of the Our Father or the more major belief in the Roman Catholic Church that 'intercommunion' is a goal of ecumenism and not a starting point.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
	Total	51	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. 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:
- i. 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.
 - ii. 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.
 - iii. 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

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the over sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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