

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 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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1. Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
BP	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

2. 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	No evidence submitted or response does not address the question.

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>

MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Pictures or sculptures depicting Christ's suffering • A service, usually during Lent, following the path of Jesus' suffering • Via Dolorosa enactment <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Jesus is condemned to death • Jesus carries His cross • Jesus falls the first time • Jesus meets His mother • Simon of Cyrene helps Jesus to carry the cross • Veronica wipes the face of Jesus • Jesus falls the second time • Jesus meets the women of Jerusalem • Jesus falls the third time • Jesus is stripped of his garments • Crucifixion: Jesus is nailed to the cross • Jesus dies on the cross • Jesus is taken down from the cross • Jesus is laid in the tomb • Some may include the resurrection as a 15th Station <p>1 mark for each response.</p>	2	Responses may include a modern/cultural version containing such stations as The Garden of Gethsemane, Jesus before the Sanhedrin.

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Sanctuary • Altar • Pulpit • Ambo • Lectern • Pews • Crucifix • Tabernacle <p>1 mark for each response.</p>	3	Credit only given for features used for the celebration of Mass.
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The altar, which is where the Eucharist is celebrated, is essential to Roman Catholic worship as giving thanks for the sacrifice of Jesus, made once and for all, is central to their worship. As well as an altar of sacrifice it also represents the table used and the last supper and is therefore necessary for the remembrance of that meal and the action of changing the bread and wine into the body and blood of Christ.</p> <p>Some may write about the importance of the bible both in its reading from the lectern and its proclamation from the pulpit.</p> <p>Some may speak about sacramental worship and the need for artefacts such as the baptismal font or the paschal candle. The paschal candle being particularly important at the Easter Vigil where it represents the 'light of Christ' coming into the world. This is then repeated at Baptism by the candidates' baptismal candle being lit from the paschal candle.</p>	6	

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>Public worship is very important to Roman Catholics because it is; a public demonstration of faith, way of receiving communion, praying together, worshipping together, supporting the community of believers.</p> <p>Some may say that the strength to fulfil whatever vocation they have will only come from the support that comes from worshipping together and the grace which comes from receiving the blessed sacrament.</p> <p>Some may suggest that private worship is more important than public. For example, Jesus said to pray privately.</p> <p>Some might suggest that giving to charity is the most important and link this to the parable of the sheep and goats or the teaching in James that faith without deeds</p> <p>Some might even suggest that Roman Catholics are called to a number of vocations and they can be seen as equally important as public worship. Some for example are called to belong to religious orders or to become priests and witness to God's activity in the world.</p>	12	
		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 burial rite • A ceremony to comfort the living as well as bury the dead <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • To support the child or adult in their spiritual journey • To support the parents in developing the faith of a child 	2	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • To help keep their own faith alive • Trustworthiness • To recognise the importance of a family member or friend • Moral guidance <p>1 mark for each response.</p>		
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Confirmandi are presented to the Bishop • Anointing with oil of Chrism • The Bishop calls down the Holy Spirit on the candidate for confirmation • The candidate confirms the promises made at Baptism <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>The Roman Catholic Church throughout history has seen it as important that those who wish to join the church as properly prepared and are aware of the seriousness of the request they are making. So, for example, when infants are baptised one of the things which parents and godparents do is promise that they will be brought up in and educated about the Roman Catholic faith.</p> <p>Witness is also very important to Roman Catholics so having a series of public services/sacraments is also an essential feature of the process. The sacrament can also be seen as an opportunity to invite God to act.</p> <p>Others may explore the idea that the move to have the rites of Christian initiation for adults moved to the Easter Vigil also emphasises the idea that Roman Catholics are themselves reminded of the promises which they have made, or were made on their behalf.</p>	6	

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>Some may explore the change in many societies to nuclear families from the more traditional extended families and the responsibility this can sometimes place on schools giving them greater need to instruct young people about their faith.</p> <p>There has also been the increase in breakdown of marriages which can lead to children living on different days with different parents which can again make passing on Roman Catholic teachings a greater challenge.</p> <p>Others may say that the promises made during the wedding service still emphasise the importance of family to the Roman Catholic Church. They may even point out that without a promise to have children then a marriage cannot be considered to be valid.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3	(a)	<ul style="list-style-type: none"> • 27 <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Matthew • Mark • Luke • John • Peter • Paul • James <p>1 mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Wisdom of Solomon • Ecclesiasticus • Tobit • I Maccabees • II Maccabees • Judith <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>The bible is the word of God and as such has a number of roles in private worship. For example the practice of Lectio Divina can be seen as reading and spiritually digesting the words found in sacred scriptures.</p> <p>The bible is also seen as a place to find guidance and prayer is one of the ways of doing this; some candidates may describe practices they refer to as 'biblical roulette'.</p> <p>Others may explore the nature of the bible as the foundation of Christian life and suggest that daily private worship is necessary to face the challenges of modern living.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some may take the view that a document which is more than 2000 years old will have nothing to say which would help with the solution of modern problems. They may give a number of examples of issues which they would consider the Old Testament would be unhelpful when it comes to looking for advice.</p>	12	

Question	Answer	Mark	Guidance
	<p>Alternatively they may point out that the Old Testament is the place most Christians would look to find the foundation of their understanding of their faith. They may argue that scholars would have not have the depth of understanding of the Messiah without the Old Testament prophecies. Some may also point out that parts of the Old Testament are used in contemporary worship such as the psalms.</p> <p>Others may look at the importance of teaching such as those of the Ten Commandments which have found their way into the basis of laws of many cultures.</p>		
	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 cover 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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