

GCSE

Religious Studies A: (World Religion(s))

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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



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.

2. 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.

3. 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 and/or 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>Give an example of a sin.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Breaking a commandment • Adultery • Lying • stealing <p>One mark for response.</p>	1	Accept definitions including original sin
	(b)	<p>i State one of the two great commandments.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • You should love the Lord your God with all your heart and soul and strength • You should love your neighbour as yourself <p>ii Give one way of obeying this commandment.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • By loving God with all one's heart- e.g. through prayer • By loving one's neighbour as oneself - e.g. following his teachings • Worshiping God • Give to charity • Other ways of helping others. <p>One mark for each response.</p>	2	The Golden Rule does not answer this question

Question	Answer	Mark	Guidance
(c)	<p>State three Roman Catholic beliefs about life after death.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • That if they are good in this life they will be rewarded by going to heaven • That if they are bad they will suffer in hell • That they will be judged when they die • Eternal bliss will be found in heaven • Eternal suffering is part of being in hell • It is possible because of the sacrifice of Christ • It is a place of bliss • Union with God • A present reality rather than a future state. • Heaven, Hell and Purgatory <p>One mark for each response.</p>	3	Understanding of the effects of mortal and venial sin can be credited
(d)	<p>Explain what Roman Catholics believe about sin.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may begin by saying that choosing to reject a loving relationship with God is at the centre of sin. Some may say that this has to be a deliberate act and that Roman Catholics cannot commit a sin by accident. Some may describe breaking the 10 commandments as examples of what Roman Catholics believe about sin. This may lead them to distinguish between sins against other people and sins against God. Some may explore the fact that some actions are believed to be intrinsically evil while others depend on the consequences.</p> <p>Some candidate may explore the difference between venial and mortal sin, some may use the more modern serious and minor sin.</p>	6	

Question	Answer	Mark	Guidance
	<p>Roman Catholics also believe that sin can be forgiven by going to confession.</p> <p>Concept of original sin and theology of grace can be included</p>		
(e)	<p>‘Roman Catholics today have nothing to learn from the Saints.’</p> <p>Candidates might consider some of the following:</p> <p>Candidates are likely to have material to argue on both sides of this issue. Some may, for example, argue that life was much less sophisticated in the past when many men and women were declared saints and that it was easier to give things up and live a simpler life devoted to God at a time when life was much simpler anyway. There were fewer material and entertainment distractions which made focusing on what might be called more Godly things are easier thing to do.</p> <p>Others may argue that it is in fact the very temptation away from Godly things presented by materialism and an age of instant entertainment that makes the example of saints. They may question the lack of fulfilment found in many young lives today and suggest that looking for simpler, holier lifestyles lived by many saints could be more satisfying.</p> <p>Some may point to the fact that Pope John Paul II made many saints during his pontificate who were relatively modern and living in challenging times. In fact he himself could be seen as a man who challenged many modern ideas. In even more recent times Pope Francis took his name from St. Francis who is one of the greatest examples of challenging people to simplicity; making a man from long ago an sign for today.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p>Name one place a Roman Catholic might go on pilgrimage. Responses might include:</p> <ul style="list-style-type: none"> • Rome • The Holy Land • Lourdes • Walsingham • Fatima • Knock <p>One mark for response.</p>	1	
	(b)	<p>What event is celebrated at:</p> <p>i Christmas</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • the birth of Christ • the incarnation <p>ii the Epiphany</p> <ul style="list-style-type: none"> • the coming of the magi • Jesus revealed to the world <p>One mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>State three religious practices which a Roman Catholic might do during Lent.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Abstain from meat • Fast • Receive ashes on their foreheads • Attend a Reconciliation Service • Follow the Stations of the Cross • Attend the Holy Thursday and Good Friday Services • Attend Mass more regularly. • Do acts of charity/ donate to charity <p>One mark for each response.</p>	3	
(d)	<p>Explain the importance of pilgrimage to Roman Catholics.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may approach this question from a number of angles. Those visiting Jerusalem, for example, are likely to have different agendas from those going to Lourdes. A pilgrimage to Lourdes may be made by pilgrims seeking physical as well as spiritual rewards. Some would go along with the sick to help them.</p> <p>Those travelling to the Holy Land might be going to see where Jesus lived; feeling closer to him would they hope give them spiritual rewards which can help them with their lives when they return home. They may even find it rewarding to pray where Jesus and his disciples prayed.</p> <p>Others may add hardship to their journey by walking the footsteps of other pilgrims by doing things like the Camino de Santiago. These may focus on the idea of pilgrimage as a way of seeking personal development or metanoia.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>'It does not matter if people observe Lent or not'.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may challenge the assumption that all people in today's society are materialistic or even that those who are do not accept the idea that an annual period of abstinence is a good thing. They may argue that there are many people who already challenge the culture of materialism for whom the practices of Lent are still important.</p> <p>Others may argue that in the times of austerity the country is going through and will continue to go through we do not need time of penance and fasting in preparation for Easter; life itself is hard enough and therefore the observance of Lent has become redundant. Though some may point out that what in northern countries counts as austerity is nothing compared to developing countries. In fact they could say that we still have enough and suggest that giving up sweets or chocolate or something similar should lead to Roman Catholics giving the money saved to help the poor here and abroad.</p> <p>Finally some may argue that the observance of this season by doing more during Lent is indeed as important as ever. Going to Mass more often praying for those who suffer spiritually or physically, helping those in need by visiting hospitals or hospices, helping younger classes in school with their work are all examples of doing more that can be encouraged during Lent.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p>State one source of authority for the Roman Catholic Church.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Pope Francis • The Pope • The Bishop of Rome • The Bible • The Magisterium. • Conscience <p>One mark for response.</p>	1	
	(b)	<p>Give two examples of Protestant Christianity.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Church of England • Methodist Church • Presbyterian Church • United Free Church of Scotland • Episcopal Church <p>One mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Describe one difference in practice between the Orthodox Church and a Protestant Church.</p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> • Many protestant churches will not allow infant baptism whereas the Orthodox Church has baptised infants since apostolic times • Protestant Churches have a variety of forms of governance whereas the Orthodox church is governed by an Episcopal Synod • Many protestant churches do not accept the Holy Eucharist, prayer for the departed or the intercession of saints; a the Orthodox Church accepts them all • The Virgin Mary has a much higher status in the Orthodox Church. <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
(d)	<p>Explain the importance of ecumenical communities for some Christians.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may approach this question from a number of angles as ecumenical communities have been for difference reasons. However some may begin by discussing the general importance of tolerance being increased through people living and working together.</p> <p>Some might, using Taizé, might speak about the consequences of intolerance during the second world and its effect on Brother Roger. They may explore his belief that it was essential to create a community with men determined to give their whole life and who would always try to understand one and other and be reconciled, a community where kindness of heart and simplicity would be at the centre of everything.</p> <p>Others may consider the situation in Northern Ireland where they lack of Christian tolerance led to decades of ‘the troubles’. Again it was the experiences during the</p>	6	

Question	Answer	Mark	Guidance
	second world war that led Rev Dr Ray Davey to set up the Corrymeela community with the help of University students from Queens Belfast. Their aim is to embrace difference, heal division and enable reconciliation.		
(e)	<p>‘Religious leaders stop people thinking for themselves.’</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 exploring the idea of leadership as dictatorship or as guidance. Some may for example discuss the idea that leaders might express their churches teachings in a prescriptive manner which does not allow for adaption or re-interpretation according to circumstances and in that way they inhibit thought and views. They might discuss the way churches write laws and involve themselves in personal and intimate parts of people’s lives which is inappropriate. Arguments about contraception, for example, were more often about authority than artificial contraceptives.</p> <p>Others may argue that today Christians do indeed make more decisions for themselves and see the rules of their churches as advice rather than laws which must be obeyed. They may point to the way free will is exercised in everyday life in such a way that people today would automatically do the same thing in their religious life.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
	Total	51	

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