

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 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>What is the purpose of a lectern in a church?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A stand to hold the lectionary • A stand to hold the gospels • A stand to hold the priests notes while he preaches • The place from which readings are read. <p>One mark for response.</p>	1	
	(b)	<p>State two kinds of Holy Orders into which a man might be ordained.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The diaconate • The Priesthood • A Bishop • The Papacy <p>One mark for each response.</p>	2	
	(c)	<p>State three things a Roman Catholic might reflect on while kneeling in front of a crucifix.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • It might evoke feelings about Christ's sacrifice for them • It may make them feel free from sin • It may make them desire to follow in Christ's footsteps • Some may desire to kneel at the foot of a larger crucifix • Some may find that kind of suffering difficult to see. 	3	

Question	Answer	Mark	Guidance
	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>		
(d)	<p>Explain the importance of the clergy in Roman Catholic worship.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following: First of all they may describe the function of clergy at most services to be that of a president of the assembly. They say prayers of gathering and welcome the congregation. After that they may describe the different kinds of roles which Priests have in the different sacraments. The role, for example, of removing sins from penitents in the sacrament of reconciliation or preparing people for the journey to their next life by giving them communion (viaticum).</p> <p>Alternatively they might describe the different roles in the different parts of the sacraments of initiation. They might explain the important role in Baptism as not only washing away sins but welcoming the new Christian into the community.</p> <p>From another angle they could describe the Priest as a witness at the sacrament of marriage where the couple are in fact the ministers.</p> <p>In prayer services clergy may take a leading or a facilitating role depending on the group; for example they might help Roman Catholics choose readings or hymns and allow the laity to do the actual leading.</p>	6	<p>The term clergy does not just relate to priests.</p> <p>Worship includes sacramental worship</p>
(e)	<p>Artefacts in a Church are a distraction to worship.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may argue that the plainer the interior of a Church the more focused</p>	12	


Question		Answer	Mark	Guidance
		<p>a worshiper can be. For example an altar in the centre of a sanctuary with no other clutter could help one be focused on the sacrament of the Eucharist and prayers such as the anamnesis or the actions which bring about Transubstantiation.</p> <p>Others may suggest that rather than distracting from worship the artefacts are meant to help with focus on the particular worship taking place. The font at a baptism for example or the lectern / ambo helping focus on the Word of God.</p> <p>Others may point to the statues or stain glass windows which could well help a worshiper to understand the reason any particular saint or event is being remembered. They could for example point out that the stations of the cross are in the Church to help Roman Catholics to memorialise the events leading to the death and resurrection of Christ.</p> <p>Others may point to the fact that many of the artefacts are covered up during the early part of the Triduum as both a sign of respect and then to focus on the empty tomb.</p>		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
2	(a)	<p>State what Roman Catholics mean by the term 'rite of initiation'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A ceremony through which a person joins a religion • Baptism • Confirmation • Eucharist. <p>One mark for response.</p>	1	RCIA acceptable answer

Question	Answer	Mark	Guidance
(b)	<p>State two things a sponsor might do at a confirmation.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Stand with the confirmandi • Answer any questions the confirmandi has • Praying with and for the confirmandi. <p>One mark for each response.</p>	2	<p>Allow responses such as:</p> <p style="text-align: center;">Promises Religious gifts Support or guidance</p>
(c)	<p>Name three charisms which religious orders believe they have.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Fighting for the unborn • Teaching • Poverty • Nursing • Preaching • Hospitality • Prayer • Caring for refugees <p>One mark for each response.</p>	3	<p>Allow responses such as</p> <p style="text-align: center;">Chastity, Obedience, Speaking in Tongues, Healing, Faith</p>
(d)	<p>Explain why baptism is important to Roman Catholics.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Baptism is the first of the sacraments of initiation and has been practiced since the</p>	6	

Question	Answer	Mark	Guidance
	<p>earliest days of the Christian Church. Some may be aware that there was a similar practice for Jewish women since the ritual for men was circumcision.</p> <p>There are various parts of the ceremony that they may explain the importance of; for example the passing on of a lit candle symbolising the light of Christ coming into the catechumen's life. There is also the symbolic importance of the water washing away the sins of their past in adults and original sin, that of Adam and Eve, in children. This could lead to an explanation of the symbolism of the white garment showing to the congregation that the newly baptised are pure of soul and the hope that they will stay that way.</p> <p>Along with all these symbols candidates may also explain the significance of Godparents who are seen as an important aid to the spiritual life of the newly baptised child or adult.</p>		
(e)	<p>Religious Orders are no longer relevant to Roman Catholics.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>If candidates live in parishes when the priests or sisters belong to religious orders, such as Jesuits, Dominicans or Franciscans they may have quite a detailed understanding of the contribution religious orders can make to the Church. Those who have only learned about them in class may be more inclined to minimise or even understand their importance. Though I imagine many teachers will have taken the opportunity of having a Pope who belonged to one order taking his name from the founder of another order to discuss these issues with their classes.</p> <p>Some may explore the issues around the idea of witness and sacrifice which can be found in a study of religious orders. Their vows, for example, of poverty, chastity and obedience could be seen as challenges to many of the values expressed by various groups and the media today. Some candidates may unpack the meaning of the various vows. In a materialist age, for example, the vow of poverty where they have what they need to live but no money of their own could be seen as a challenge to the age.</p>	12	

Question			Answer	Mark	Guidance
			Others may say that the very idea of belonging to a religious order is an anachronism and that young people today have nothing to learn from them. They might be a witness but not to anything of value to society today.		
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
3	(a)		<p>What does the word 'testament' mean?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Agreement • Covenant <p>One mark for response.</p>	1	
	(b)		<p>Name two books from the Old Testament.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Genesis • Exodus • Deuteronomy • One of the prophets • History books such as Kings 1 and 2 <p>One mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>State three ways in which the Bible might be used for private worship.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Lectio Divina • Imaginative contemplation • A source for meditation • Reading the proverbs • Praying the psalms <p>One mark for each response.</p>	3	
(d)	<p>Explain why Roman Catholics include the Apocrypha in their Bible.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may simply say that The Roman Catholic is the final arbiter of what should be included as sacred scripture and as they have included these books there is nothing to explain.</p> <p>Others may say that the Jews of Alexandria translated the books of the Apocrypha alongside the acknowledged Hebrew Scriptures shows that there was a greater canon in Alexandria than there was in Palestine.</p> <p>Others may know that there are allusions to the Apocrypha in the New Testament; for example, in chapter 11 of Hebrews seems to allude to Second Maccabees chapters seven and eleven.</p> <p>Also some of the early Church Fathers, such as Irenaeus, Tertullian and Origen testify to the authority of the Apocrypha.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>The New Testament is more important than the Old Testament to Roman Catholics.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Many candidates may approach this question by arguing that Christianity cannot be understood without both books. They may say that who and what Jesus was or is cannot be understood without many of the teachings and beliefs found in the Old Testament. For example to understand why the Messiah had to suffer the way he did is better understood by reading the prophecies of Isaiah; or the anger felt by Caiaphas makes no sense without knowing that Jesus is referring to the book of Daniel.</p> <p>Others may say that there are parts of the Old Testament that are irrelevant to the Christian message, possibly citing the psalms or parts of some of the history books more relevant to the Jewish people than to gentiles.</p> <p>Some may focus on the central parts of the New Testament, the life and death of Jesus and the founding of the Christian Church and argue that these alone are important so there is no need at all for the Old Testament.</p> <p>Many may conclude that one cannot exist without the other.</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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