

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

General Certificate of Secondary Education

Unit **B574**: Christianity (Roman Catholic) 2

## **Mark Scheme for June 2011**

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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.

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**INSTRUCTIONS TO EXAMINERS****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**

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.

## AO1 part (d) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<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>
Level 2 3-4	<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>
Level 3 5-6	<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 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>

## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1–3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <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> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4–6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <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> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7–9	A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <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> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10–12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <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> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p><b>What is a sanctuary?</b></p> <ul style="list-style-type: none"> <li>• A holy place</li> <li>• A place of sacrifice</li> <li>• The area in which the altar sits</li> <li>• In some churches where the tabernacle may be found</li> </ul> <p>1 mark for response</p>	[1]	Accept a 'safe place'.
	(b)	<p><b>Name two decades of the Rosary.</b></p> <ul style="list-style-type: none"> <li>• The Joyful Mysteries:             <ol style="list-style-type: none"> <li>1 The Annunciation to Mary</li> <li>2 The Visitation of Mary</li> <li>3 The Birth of our Lord Jesus Christ</li> <li>4 The Presentation of the Child Jesus in the Temple</li> <li>5 The Finding of Our Lord in the Temple</li> </ol> </li> <li>• The Sorrowful Mysteries:             <ol style="list-style-type: none"> <li>1 The Agony of Christ in the Garden</li> <li>2 The Scourging at the Pillar</li> <li>3 The Crowning with Thorns</li> <li>4 The Carrying of the Cross</li> <li>5 The Crucifixion and Death of Our Lord on the Cross</li> </ol> </li> <li>• Glorious Mysteries:             <ol style="list-style-type: none"> <li>1 The Resurrection of Our Lord</li> <li>2 The Ascension of Our Lord</li> <li>3 The Descent of the Holy Spirit upon the Apostles</li> <li>4 The Assumption of the Blessed Virgin Mary into Heaven</li> <li>5 The Coronation of Our Lady as Queen of Heaven and Earth</li> </ol> </li> <li>• The Mysteries of Light             <ol style="list-style-type: none"> <li>1 Christ's Baptism in the Jordan</li> <li>2 The Marriage Feast of Cana</li> <li>3 Christ's Proclamation of the Kingdom and His Call</li> </ol> </li> </ul>	[2]	Also accept – Joyful, Sorrow, Glorious or Luminous.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>to Conversion 4 The Transfiguration 5 The Last Supper</p> <p>1 mark for each response (maximum of 2 marks) Exact wording is not essential for credit</p>		
(c)	<p><b>Describe what happens during Benediction.</b></p> <p>Candidates may begin by describing the process of exposition; a large host being placed in the lunette which is then placed in the centre of a monstrance. The monstrance is then placed in the middle of the altar and incensed by the celebrant.</p> <p>Candidates may then describe the kinds of prayers which are led by the priest.</p> <p>The service then moves to the actual benediction where the priest lifts the monstrance and blesses the congregation.</p> <p>Candidates may say that the service general begins and ends with a hymn.</p> <p>A Statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks</p>	<b>[3]</b>	Do not accept 'blessing' during another service. However 'blessing on its own should gain one mark.
(d)	<p><b>Explain the importance of Holy Communion to Roman Catholics.</b></p> <p>Responses might include:</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates may explain the central importance of the Liturgy of the Eucharist to Roman Catholics, particularly the idea of receiving the body and blood of Christ which is brought about by the transubstantiation of the bread and</p>	<b>[6]</b>	



Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>wine during the Eucharistic prayer.</p> <p>They may say that it is during this service that they give thanks for the sacrifice Christ made once and for all for the sins of humanity.</p> <p>Some candidates may explain the links between this Christian celebration and the Jewish celebration of the Passover which Jesus was celebrating when he instituted the Eucharist.</p> <p>Some candidates may discuss the importance of First Holy Communion.</p>		
(e)	<p><b>‘Praying in private is more important than attending Church services.’</b></p> <p><b>Discuss this statement. You should include different points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Responses might include:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Young people often use this argument for not wanting to attend church services with their families. So some candidates may begin by supporting this point of view arguing along the lines of saying that a relationship with God is a personal thing and that therefore believers should be allowed to worship in any way they choose.</p> <p>Others may recognise the importance of worshipping as a Roman Catholic community both for the support it gives to individuals and the witness it gives to the community they live in.</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
		Some may refer to the saying of Jesus that 'Where two or three are gathered in my name....', using this as an argument to support the significance of worshipping as a church and not an individual. Some candidates may be aware of the TS Elliot's line that 'Even the anchorite who prays alone, prays for the Church.'		
2	(a)	<p><b>What is a Roman Catholic marriage ceremony?</b></p> <ul style="list-style-type: none"> <li>• A man and a woman committing themselves to each other for life</li> <li>• A religious service to witness vows of commitment before God.</li> <li>• A Sacrament</li> </ul> <p>1 mark for response</p>	[1]	
	(b)	<p><b>State two things that happen during a Roman Catholic marriage ceremony.</b></p> <p>Candidates may state any of the following:</p> <ul style="list-style-type: none"> <li>• The entrance of the Bride and her delivery to the Groom by her Father</li> <li>• The readings, specially chosen for the occasion</li> <li>• The vows, possibly naming them</li> <li>• The placing of the rings on each other's fingers</li> <li>• The signing of the register</li> </ul> <p>1 mark for each response</p>	[2]	
	(c)	<p><b>State the role of a priest during a Roman Catholic marriage ceremony.</b></p> <ul style="list-style-type: none"> <li>• The main role of the priest is to be a witness on behalf of the Church</li> <li>• He also welcomes the couple and the congregation to the ceremony</li> <li>• As part of the ceremony the priest is responsible for</li> </ul>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>leading the couple through the vows and pronouncing them as man and wife.</p> <p>1 mark for each response</p>		
(d)	<p><b>Explain the importance of children in a Roman Catholic marriage.</b></p> <p>Responses might include:</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates state that the desire to have children is an essential condition for a Roman Catholic marriage to be valid and may begin by explaining this teaching. They may say that to have children and teach them the doctrines of their Church is a basic belief of the Magisterium.</p> <p>Others may start by discussing the promise made during the service to have children and educate them in the faith and this in itself emphasises the importance of this teaching.</p> <p>Some may make use of the writings in the scriptures which point to the duties of parents towards children and children to their parents.</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>	[6]	Some candidates have read this as children <b>at</b> a marriage service which does not answer the question.
(e)	<p><b>'Now that people are living much longer, marriage cannot be for life.'</b></p> <p><b>Discuss this statement. You should include different</b></p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
		<p><b>supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Responses might include:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Some may begin their response by criticising the claim that the length of time we live today should have any effect on a teaching which has been part of religious belief for hundreds of years. They may argue that if vows are taken to be faithful to each other until death do you part then they should be kept.</p> <p>Alternatively some may argue that when the canons surrounding marriage were written life expectancies were considerably shorter than they are today, many were in fact lucky if they made it to the age of 40. This may allow them to argue that without knowing it those who formulated the canons on marriage were making rules too difficult to live with over a prolonged period.</p> <p>Others may discuss the negative effects on children which can be brought about by unhappy couples trying to stay together when they are clearly incompatible. Some may use personal experience to support their points of view.</p>		
3	(a)	<p><b>What is the Old Testament?</b></p> <ul style="list-style-type: none"> <li>• The Jewish Scriptures</li> <li>• The first 45 books of the Christian Bible</li> <li>• The covenant between the Jews and their God.</li> </ul> <p>1 mark for response</p>	[1]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p><b>Name two types of literature in the New Testament.</b></p> <ul style="list-style-type: none"> <li>• Gospels</li> <li>• Epistles/Letters</li> <li>• Parables</li> <li>• Narrative</li> <li>• History</li> <li>• Revelation</li> <li>• Law</li> <li>• Poetry</li> </ul> <p>1 mark for each response</p>	[2]	
(c)	<p><b>Explain what is meant by 'the Apocrypha'.</b></p> <p>Candidates may begin by explaining that the word apocrypha, from the Greek ἀπόκρυφα, means those having been hidden away. The general term was usually applied to the books that were considered by the Church as useful, but not divinely inspired. However after c. 450 A.D. the term came to refer to the non-canonical books, especially those of the Old Testament period.</p> <p>Candidates may suggest examples such as the Wisdom of Solomon or I and II Maccabees.</p> <p>A Statement 1 mark, with development 2 marks, and exemplification/ amplification 3 marks</p>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<p><b>Explain how and why the Bible might be used in public worship.</b></p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Responses might include:</p> <p>Candidates may begin by explaining how the bible may be used in the public celebration of the sacraments where appropriate reading may be chosen for such ceremonies as Baptism or Marriage. For example they may use the Baptist working in the river Jordan or the Marriage Feast at Cana.</p> <p>They may then explain the importance of reading from sacred scripture being an essential part of Roman Catholic practice as it roots these ceremonies in the traditions of the church dating back to biblical times.</p> <p>Some may also explore the exposure to sacred scripture which the church organises through it cycles of reading during weekday and Sunday masses.</p>	<b>[6]</b>	Often the 'why' in this question is implicit.

Question	Expected Answer	Mark	Rationale/Additional Guidance
(e)	<p><b>‘Church teachings should be more important than the Bible to Roman Catholics.’</b></p> <p><b>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Responses might include:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Some candidates may recognise this statement as being one of the theological differences between many protestant churches and the Roman Catholic Church and they may, therefore, explore the belief that 2000 years worth of doctrinal teachings may be seen as more important than biblical writings. They may discuss the relative importance of church councils and Papal Encyclicals.</p> <p>Other candidates may begin by exploring the idea that without the Bible there would be no faith and no Church, that therefore there could be no doctrine or encyclicals without the existence and use of the stories in the Bible.</p> <p>Some candidates may discuss the extent to which modern religious issues can only be addressed through an understanding of Roman Catholic doctrine as it has been developed over a period of two millennia and not a list of stories about ancient and irrelevant times.</p>	[12]	

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