

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

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

Mark Scheme for June 2013

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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

| Annotation | Meaning |
|---|--|
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Benefit of the doubt |
|  | Benefit of the doubt not given |
|  | Tick |
|  | Cross |
|  | Unclear |
|  | Accurate Language |
|  | Attempts evaluation |
|  | Development |
|  | Significant amount of material that does not answer the question |
|  | Too vague |

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

Subject-specific Marking Instructions**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, ie 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

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


AO2 part (e) question

| | | | |
|--|---|--------------------------------------|--|
| <p>Level 4 10–12</p> | <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> | <p>Level 2 4–6</p> | <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> |
| <p>Level 3 7–9</p> | <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> | <p>Level 1 1–3</p> | <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> |
| | | <p>Level 0 0</p> | <p>No evidence submitted or response does not address the question.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| 1 | (a) | <p>Responses might include:</p> <ul style="list-style-type: none"> • Sin is an offense against reason • Sin is failure in genuine love for God and neighbour caused by a perverse attachment to certain goods • Sin wounds the nature of man and injures human solidarity • Sin is an utterance, a deed, or a desire contrary to the eternal law • Sin is an offense against God. <p>1 mark for a correct response.</p> | 1 | <p>Must be more than just ‘doing something wrong’ without mention of God.</p> <p>Disobeying the 10 Commandments.</p> |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> • It happens after a person dies • The judgement decides whether a soul goes to heaven or hell • People who accept God go to heaven • People who reject God go to hell • People will be judged on their life choices. <p>1 mark for each response.</p> | 2 | <p>People judged by God for moral/immoral actions</p> <p>Can credit “do not judge others”</p> |
| | (c) | <p>Responses might include:</p> <p>The history of salvation of mankind is to be found in the bible.</p> <p>Jesus died as a sacrifice so that all mankind could be saved.</p> <p>It is the aim of the Roman Catholic Church that through its actions all should be brought to eternal salvation.</p> <p>Jesus’ resurrection is a sign of the hope for eternal salvation brought about his sacrifice.</p> <p>Thanks is given for this sacrifice every time someone attends Mass.</p> <p>1 mark for each response.</p> | 3 | <p>Definition is ok</p> <p>Salvation is harder when Mortal sins are committed than venial.</p> <p>Baptism gets rids of original sin and is doorway to salvation.</p> |

| Question | Answer | Marks | Guidance |
|---|--|-------|---|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Saints demonstrate the importance of putting people first.</p> <p>They also believe in self sacrifice as a way of life for Christians.</p> <p>They also believe in witness as an important Christian act both individually and as communities.</p> <p>Different Saints demonstrate different ways of behaving and their importance to Roman Catholics; for example those, such as Teresa of Avila, who belong to contemplative orders show the importance of prayer both for themselves individually and for the smooth running of the Church.</p> <p>Others such as Francis Xavier demonstrate the evangelical drive of the Church.</p> | 6 | <p>There must be secure mention of morality for level 3.</p> <p>This could be moral acts or the virtues of RC morality – faith, obedience, compassion</p> <p>Candidates can mention examples such as Maximilian Kolbe, Mother Theresa and Padre Pio or any other saint.</p> |
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates are likely to argue both sides of this question.</p> <p>They may say, for example, that Mary is an excellent example of how Christian values can be lived in everyday life. They may argue that while these values can be challenging in the world today they are not impossible to attain.</p> <p>Candidates may also point out that Mary was an ordinary human girl from a small village in Israel who rose to the challenge asked of her by the angel.</p> <p>Others may explore the idea that Roman Catholics believe that if God asks anything of them then he gives them the grace to carry out the demand. If this is the case then Mary had help which is not available to others and in fact on those grounds she could be considered as setting an example which is too perfect for women and girls today to use as a role model.</p> | 12 | <p>Other female saints just as difficult to follow.</p> <p>Living up to an ideal even if you do not achieve it.</p> <p>Not a good modern role model getting pregnant and married at 14.</p> |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | 3 | |


| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 2 | (a) | <p>Responses might include:</p> <ul style="list-style-type: none"> • The first day of the Lenten period • The day Christians have ashes put on their heads • A day of fasting and abstinence • The day after Shrove Tuesday. <p>1 mark for a correct response.</p> | 1 | Accept burning last year's Palm leaves and putting the ash on the forehead |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> • The Chrism Mass • The Mass of the Lord's supper / Mandatum liturgy – washing of the feet. • The Good Friday Service • Watching by the tomb • The Easter Vigil. <p>1 mark for each response.</p> | 2 | <p>Not just naming a day – Maundy Thursday, Good Friday, Holy Saturday but accept with addition of 'service'.</p> <p>Stations of the Cross</p> |
| | (c) | <p>Responses might include:</p> <ul style="list-style-type: none"> • They may attend Mass more often • They may find more times to pray during the day • They may give up chocolate • They may give up smoking • They may give up caffeine • They may give up different kinds of food or drink. <p>1 mark for each response.</p> | 3 | <p>Give to charity</p> <p>Fasting</p> <p>Charitable acts for neighbours</p> <p>Going to Confession is o.k Even better if added and do the penance given</p> <p>Pilgrimage</p> |

| Question | Answer | Marks | Guidance |
|---|---|-------|---|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>It is during this time that Roman Catholics remember the time that Jesus spent in the desert. Some see their penance as a small way of imitating him.</p> <p>This is also a time for preparing for the Easter celebrations by purifying themselves, trying to become better Roman Catholics and therefore more worthy of celebrating the suffering, death and resurrection of their Saviour.</p> <p>Some may describe it as a time of becoming physically and spiritually healthier. Others may see it has a time to have another go at resolutions which have lapsed through the year.</p> | 6 | <p>Period of reflection, confession and reconciliation</p> <p>Preparing for a new life link to start of Jesus' ministry or leading up to the passion</p> <p>Preparing candidates for baptism and confession</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 question and arguing that in fact many people are not too materialistic today. They may argue that there is significant evidence of people today being willing to sacrifice a materialistic life to help others. They may give examples of religious people who dedicate their lives to serving others or lay people who give up good jobs to work for organisations such as Médecins Sans Frontières.</p> <p>On the other hand they may look at things like the kind of temporary celebrity some look for today both to gain riches and fame. Some may talk about the way the media encourages this kind of thinking and the number of young people's magazines which focus on what the rich and famous waste their money on.</p> <p>Some may discuss the fact that it may be perfectly possible to have a comfortable life style and keep Christian teachings. Christians are not all called to be ascetics.</p> | 12 | Is Christianity anti materialism? |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | 3 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|---|
| 3 | (a) | <p>Responses might include:</p> <ul style="list-style-type: none"> • Presbyterian Church • Anglican Church • Methodist Church • United Free Church • Quakers • Lutheran Church. <p>1 mark for a correct answer.</p> | 1 | <p>Church of England Church of Scotland Scottish Episcopal Church United Reformed Church</p> <p>7th day Adventists and JW's</p> |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> • The Roman Catholic Church is lead by the Pope • The Creed is slightly different in both Churches • The 'filioque' or 'per filio' debate • Patriarch in the Orthodox Church • Some may discuss differences in Worship such as the use of Icons or the lack of an altar in Presbyterian churches. <p>1 mark for each correct answer.</p> | 2 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| (c) | <p>Responses might include:</p> <p>Some may look at the way local churches in their area join together to raise money, to set up accommodation for the needy or perhaps run soup kitchens together.</p> <p>Those who attend schools set up on an ecumenical basis may be able to write about activities they know from their own experience.</p> <p>Others may look at churches or just people from different denominations working together to raise money for national charities such as Children in Need.</p> <p>Some may discuss very local events they are aware of happening in their local parish.</p> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3 | <p>CARITAS and Christian Aid working together on a relief programme for a natural disaster</p> <p>Any reasonable interpretation of charitable activity should be accepted.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may be aware of the financial situation in Europe at the time of the Reformation and the resentment created by Rome raising taxes to be used on such things as building St Peter's basilica.</p> <p>Others may be aware of the corruption in some parts of the Roman Catholic Church and the selling of indulgences or relics. The selling of relics seems to have been a major business at that time.</p> <p>Some may discuss the challenges to Roman authority made by charismatic leaders such as Calvin or Luther.</p> <p>Some may be aware of the various attempts by the Council of Trent to unite the Church and stop the 'protesters' breaking away.</p> <p>Others may focus on the challenges to papal authority by secular leaders such as King Henry VIII who became the leader of his own Church and confiscated much of the wealth of the Roman Catholic Church.</p> | 6 | <p>Justification through faith alone</p> <p>Role and status of Mary</p> |

| Question | Answer | Marks | Guidance |
|---|---|-------|----------|
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may take a variety of approaches to this question and should be credited on the relevance and focus of their answer. For example, some may start with the old truism that those who ignore their history are doomed to repeat it.</p> <p>This may lead to an exploration of the extent to which in order to make sense of the divisions today and to move on from them Christians need to keep their history in the forefront of their minds.</p> <p>Others may explore the idea that much of the understanding of the history of these divisions has been clouded by bigotry and the belief that in order to move forward with ecumenism it would be better to start by looking at where we are and attempt to heal wounds rather than wallowing in past hurts.</p> <p>Some may use ecumenical communities as an example of a positive response to these issues to develop their arguments.</p> | 12 | |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3. | 3 | |

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