

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Christianity (Roman Catholic) 2 (Worship,
Community and Family, Sacred Writings)
Specimen Paper

B574

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed in parts d and e of all questions.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.

FOR EXAMINER'S USE ONLY

1	
2	
3	
TOTAL	

This document consists of **9** printed pages and **3** blank pages.

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Unit B574: Christianity (Roman Catholic) 2 (Worship,
Community and Family, Sacred Writings)

Specimen Mark Scheme

The maximum mark for this paper is **48**.

SPECIMEN

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	No evidence submitted or response does not address the question.
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 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 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 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

AO2 part (e) question

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

Question Number	Answer	Max Mark
1(a)	<p>What are the Stations of the Cross?</p> <ul style="list-style-type: none"> • Reminder of Jesus' path to the cross; <p>OR</p> <ul style="list-style-type: none"> • Pictures or path to the cross. 	[1]
1(b)	<p>Name two other main features inside a Roman Catholic Church.</p> <p>Candidates may respond with two of a range of features:</p> <ul style="list-style-type: none"> • the baptismal font; • the altar; • the lectern/pulpit; • the sanctuary; • the crucifix; • the tabernacle; • the Stations of the Cross; • the confessional(s). 	[2]
1(c)	<p>What is the significance of these features?</p> <p>Candidates may respond with descriptions of the significance of two from a range of features:</p> <ul style="list-style-type: none"> • the baptismal font, when baptised people can join the church; • the altar, where the bread and wine of the mass are positioned; • the lectern/pulpit, where the lessons are read and the sermons delivered; • the sanctuary, the consecrated area where the altar and tabernacle are; • the crucifix, reminder of Jesus' sacrifice; • the tabernacle, place to store the bread after mass; • the Stations of the Cross, reminder of Jesus' path to the cross; • the confessional(s), to ask for forgiveness of sins. 	[3]
1(d)	<p>Explain the use of symbols and artefacts in Roman Catholic worship.</p> <p>Candidates may respond with explanations of a range of different artefacts and symbols used in worship:</p> <ul style="list-style-type: none"> • the chalice and ciborium used during mass; • the oils used in baptism and confirmation; • the Stations of the Cross as a way of following Christ's path to Calvary; • the rosary in private and public worship; • the monstrance and its use in benediction; 	

Question Number	Answer	Max Mark
<p>1(d) cont'd</p> <p>1(e)</p>	<ul style="list-style-type: none"> • stain glass windows used for teaching and memorials; • the sanctuary lamp, indicating the presence of Christ in the tabernacle. <p>'Attending Mass should be a personal decision and not a matter of obeying rules.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <ul style="list-style-type: none"> • Mass out of fear of Hell; • some worshippers are put off by the way some priests celebrate Mass and find it hinders their attempts to develop a relationship with God. • people do not always know what is best for them and they should recognise that the Magisterium roots its teachings in 2000 years of history and experience; • the rules are there to help people and as they grow they will realise that, like parents the church is working for the good of all people. 	<p>[6]</p> <p>[12]</p>
Question 1: Total:		[24]

Question Number	Answer	Max Mark
2(a)	<p>What is infant baptism?</p> <ul style="list-style-type: none"> • A rite of passage; <p>OR</p> <ul style="list-style-type: none"> • welcoming infants to the path and family. 	[1]
2(b)	<p>Why is water used in baptism?</p> <ul style="list-style-type: none"> • Essential to life; • purifies; • cleanses. 	[2]
2(c)	<p>Give three reasons why Roman Catholics practise infant baptism.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • As an act of thanksgiving for the gift of a child; • Because Christians want God to bless and protect their child; • Because it is the tradition of the denomination – perhaps based on the story of Acts 16 where a whole family (including infants possibly) is baptised; • To remove original sin to ensure infants are part of the saved community; • As a mark of the intention of the Christian community that a child is brought up in the faith. 	[3]
2(d)	<p>Explain the rites of Christian initiation for adults.</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • The process by which adults generally become part of the Roman Catholic Church today; • The history of these rites which date back to processes in the early church; • The entry into the catechumenate; • The more formal training of the catechumens; • The reception of the three sacraments of initiation (Baptism, Confirmation and Eucharist) during the Easter vigil. 	[6]
2(e)	<p>‘Only adults should be baptised.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • given the nature of this commitment people should be fully aware of what they are doing and the responsibilities of joining the ecclesial community; • children should not be forced into joining the Church when they are too young to understand what they are doing or in the case of infants to have the questions answered for them. 	

Question Number	Answer	Max Mark
2(e) cont'd	<ul style="list-style-type: none"> • in order to have the best chance of growing into being a Roman Catholic it is important to begin as soon as possible and to receive the grace of the sacrament; • the full gifts of the church will be behind the young person or infant; • as baptism is the first of the sacraments of initiation it is an important step on the way to full communion; • this rite of passage is important not just for the individual concerned but as a reminder to the rest of the community of their roots. 	[12]
Question 2: Total:		[24]

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Question Number	Answer	Max Mark
3(a)	<p>Name the sections of the Bible.</p> <ul style="list-style-type: none"> • Old Testament; <p>AND</p> <ul style="list-style-type: none"> • New Testament. 	[1]
3(b)	<p>Give two ways in which the Bible might be used in private.</p> <ul style="list-style-type: none"> • The basis for a period of meditation or contemplation; • some Roman Catholics may read a passage from the Bible daily as a way of worshipping at home; • the Bible may often be used as the basis of a personally directed retreat. 	[2]
3(c)	<p>Give three ways in which the Bible might be used in public worship.</p> <ul style="list-style-type: none"> • Selected readings at key points in the worship – OT/Gospel/Epistle; • a text taken as the basis for the sermon; • the way in which the Bible is brought into the service in a procession showing its centrality to worship; • its presence on the lectern or the pulpit showing its importance; • corporate readings in house church worship; • Bible in the pews for communal use 	
3(d)	<p>Why is the Bible important to Roman Catholics?</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • the Bible as the Word of God is the most important document and God's way of communicating with mankind; • the Bible as literally inspired and therefore accurate; • it is/contains the actual word of God; • the Bible is one of several significant traditions which guide the Church/Christians; • the Bible as a record of humans being touched by/spoken to by God; • the Bible contains the record of the life and teaching of Jesus; • the Bible is the source of Roman Catholic beliefs and doctrines; • the Bible is a crucial source of the history of the development of their faith. 	[6]
3(e)	<p>‘A 2000 year old book has nothing to say to people today.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p>	

Question Number	Answer	Max Mark
3(e) cont'd	<p>Candidates may respond with:</p> <ul style="list-style-type: none"> • stories of sheep and goats, for example, have no relevance today; • in a scientific age people are too sophisticated to believe myths and legends used to control the gullible; • there is no significant evidence for the events in the Bible found outside the Bible; • the belief that those who do not recognize the importance of historical documents have no future as they will need to learn over and over again; • these are more than just historical documents they are the inspired word of God brought to Christians through the power of the Holy Spirit; • people are not really different today and are in need of the same advice and rules as those of 2000 years ago. 	[12]
Question 3: Total:		[24]
Paper Total:		[48]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
1(a)	1		1
1(b)	2		2
1(c)	3		3
1(d)	6		6
1(d)		12	12
2(a)	1		1
2(b)	2		2
2(c)	3		3
2(d)	6		6
2(e)		12	12
3(a)	1		1
3(b)	2		2
3(c)	3		3
3(d)	6		6
3(e)		12	12
Totals	24	24	48