

Religious Studies C

General Certificate of Secondary Education **B614**

Religion and Belief in Today's World: Community Cohesion and the Individual

Mark Scheme for June 2010

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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, 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.

AO1 parts (a) and (b)

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 (c)

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

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p><u>Religion and Human Rights</u></p> <p>Candidates are required to study at least two faiths/secular philosophies from the following: Buddhism; Christianity; Hinduism; Humanism; Islam; Judaism; Sikhism.</p>		
1	(a)	<p>Describe how believers in religions/secular philosophies might be persecuted.</p> <p>Examiners should mark according to the AO1 level descriptors. Candidates might include some of the following:</p> <p>Candidates should demonstrate their knowledge and understanding of specific situations in which faith adherents are suffering persecution. These might be individual or targeting the faith as a whole.</p> <p>Responses might include:</p> <p>Freedom of belief eg the repression of Buddhism in Tibet; Muslims in Burma; Christianity in China.</p> <p>Celebrating religious festivals eg local councils in Britain banning the celebration of Christmas.</p> <p>The wearing of religious clothing eg Muslim traditional clothing in Western countries; Sikh clothing such as the turban</p> <p>Religious symbols eg the prevention of the public wearing of any religious symbol in some countries.</p> <p>Answers might be in the form of a simple list or include detail and specific examples with explanations.</p>	[6]	

		Mark Scheme	Mark	Rationale/Additional Guidance
1	(b)	<p>Explain why followers of one religion/secular philosophy you have studied might support human rights.</p> <p>Examiners should mark according to the AO1 level descriptors. Candidates might include some of the following: Reference to the Declaration of Human Rights which advocates that everyone should be free and equal and enjoy freedom in a number of ways, such as belief, expression. The Golden Rule which is common to a number of faiths/secular philosophies. Buddhist teachings from Dhammapada 6, the eightfold path. Biblical teachings from Acts 17:26, Galatians 3:28 Teachings from the Bhagavad Gita – 9:29 Humanist views that all humans are of value and prejudice should not separate people Teachings from the Qur'an – 60:8 Teachings from the Torah – Genesis1: 27, Deuteronomy 10:18; also from the Midrash Teachings from the Adi Granth – 557; 349</p>	[6]	
1	(c)	<p>“Religious believers should not wear symbols of their faith in public.”</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more religions/secular philosophies in your answer.</p> <p>Examiners should mark according to the AO2 level descriptors. Candidates might include some of the following:</p>	[12]	

		Mark Scheme	Mark	Rationale/Additional Guidance
1	(c)	<p>Candidates might agree with the statement – suggesting that overt evidence of religious belief might cause offence to others, might lead to confrontation or might be seen to be encouraging conversion.</p> <p>On the other hand they might explain that individuals have the right to express their belief as they please and that there should be freedom to do so in all cases.</p> <p>Candidates might include specific examples such as 5Ks for Sikhs; items of jewellery – crucifix, Star of David; items of clothing, such as the Kippah; the burkha; although they can use the term ‘ symbols of their faith’ in the broadest sense.</p>		

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p><u>Religion and the influence of technology</u></p> <p>Candidates are required to study at least two faiths/secular philosophies from the following: Buddhism; Christianity; Hinduism; Humanism; Islam; Judaism; Sikhism.</p>		
2	(a)	<p>Explain why religious/secular philosophies might be opposed to genetically modified food.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates will be expected to show an understanding of the term 'genetically modified 'or GM, and be able to use it in the correct context.</p> <p>Candidates might include some of the following:</p> <ul style="list-style-type: none"> • Relevant teaching concerning the nature of stewardship, the expectations of faiths that followers should care for the planet and the way in which GM production might interfere with these expectations • Assisi Declarations • The idea of ahimsa and the fact that some Buddhists believe that people should not be excessively greedy and make unrealistic demands on the environment • Genesis 3:17–18. Catechism 2415 • The Laws of Manu 4:2 • Teachings from the Qur'an 6:165 • Teachings from the Torah Genesis 1; 3:17; Psalm 8:1 • Teachings from the Guru Granth Sahib Ji 472:21 <p>They might demonstrate a positive or negative attitude.</p>	[6]	

	Mark Scheme	Mark	Rationale/Additional Guidance
2	<p data-bbox="232 204 297 236">(b)</p> <p data-bbox="309 204 1171 268">Describe how the internet might be used to promote religious/secular beliefs.</p> <p data-bbox="309 308 1131 371">Examiners should mark according to the AO1 level descriptors. Candidates might include some of the following:</p> <p data-bbox="309 411 1055 475">A description of both positive and negative aspects of the promotion of belief</p> <p data-bbox="309 515 1144 579">Examples of internet sites which proselytise or evangelise might be used in answers such as:</p> <ul data-bbox="309 579 1144 858" style="list-style-type: none"> • Sermons • Question and answer sites • Sites devoted to translations/references to sacred writings • Faith gateway sites • Religious services sites • Information about the history/background of a faith/philosophy • Education sites <p data-bbox="309 866 730 898">Any other appropriate examples</p> <p data-bbox="309 898 1077 962">Candidates might include reference to sites which promote religious extremism.</p> <p data-bbox="309 962 1160 1026">Sites which might be seen to be speaking against a specific faith, or blaspheming might also be described.</p> <p data-bbox="309 1026 1160 1090">Evidence of the effects of uncensored internet sites, or those that offer inaccurate information might be given.</p>	[6]	

	Mark Scheme	Mark	Rationale/Additional Guidance
2	<p data-bbox="235 204 280 236">(c) “Science should not help people to have children.”</p> <p data-bbox="309 272 1171 403">Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more religions/secular philosophies in your answer.</p> <p data-bbox="309 443 1131 507">Examiners should mark according to the AO2 level descriptors. Candidates might include some of the following:</p> <p data-bbox="309 547 1137 675">Discussion about a variety of issues should be credited. These might include religious responses towards contraception, AID, AIH, IVF, surrogacy and cloning, although it will not be expected that all of these are included.</p> <p data-bbox="309 683 689 707">Reference to specific beliefs:</p> <ul data-bbox="309 715 952 994" style="list-style-type: none"> • A discussion about who is responsible for life • The Five Precepts • The Four Noble truths • Genesis 1:26; Psalm 139 • The concept of the atman • Key articles such as those from iheu.org • Qur’an 4:1; 40:7; evidence from Shari’ah law • GGS 1239 <p data-bbox="309 1034 1108 1098">Answers might concentrate on one of these in depth, or more than one with more general argument/discussion.</p>	[12]	

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p><u>Religion and Citizenship</u></p> <p>Candidates are required to study at least two faiths/secular philosophies from the following: Buddhism; Christianity; Hinduism; Humanism; Islam; Judaism; Sikhism.</p>		
3	(a)	<p>Explain why the believers of the two religions/secular philosophies you have studied might feel they should behave in a moral way.</p> <p>Examiners should mark according to the AO1 level descriptors. Candidates might include some of the following: An understanding of the nature of moral behaviour as well as why a believer might expect that this is necessary Detail of the sources of moral authority for the faiths/beliefs they have studied. Moral behaviour is promoted in a variety of religious teachings:</p> <ul style="list-style-type: none"> • The Golden Rule • The Four Noble Truths • The Bible – Romans 13 • Dharma • The Ten Commandments; mitzvot • Adi Granth 62 <p>Other appropriate examples.</p> <p>Evidence of how the religions they have studied require this behaviour in order to access future benefit (heaven, paradise, reincarnation, nibbana etc) Credit might be given for answers which suggest that some behaviour that seems to be immoral might be for the greater good and thus be deemed to be moral in outcome.</p>	[6]	

		Mark Scheme	Mark	Rationale/Additional Guidance
3	(b)	<p>Describe how one international faith or community organisation might help those in need.</p> <p>Examiners should mark according to the AO1 level descriptors. Candidates might include some of the following:</p> <ul style="list-style-type: none"> • Description of the scope of work performed by any of the faith Aid organisations (Buddhist, Christian, Muslim, Hindu, Jewish, Sikh) • Shelter, Oxfam • Salvation Army • Sarvodaya – Samaj • Amnesty International • Jewish Care • UK Muslim charities <p>Other appropriate examples.</p> <p>Description of Aid activity that promotes sustainability and independence should also be credited.</p>	[6]	
3	(c)	<p>“Religious rules are more important than the laws of the land.”</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more religions/secular philosophies in your answer.</p> <p>Examiners should mark according to the AO2 level descriptors. Candidates might include some of the following:</p>	[12]	

		Mark Scheme	Mark	Rationale/Additional Guidance
3	(c)	<p>Discussion/argument concerning the supremacy of religious over secular law might be given, either to support or disagree with the statement.</p> <p>Quotations from relevant teachings might be used to support the views given:</p> <ul style="list-style-type: none"> • The Golden Rule • Acts 14:19 • The concept of the umma • The Khalsa <p>Alternatively candidates might suggest that religious/secular laws need not be in opposition so there is no need for one to be ranked higher in importance.</p>		

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