

Religious Studies

General Certificate of Secondary Education **B611**

Religion and Belief in the Modern World

Mark Scheme for June 2010

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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 part (a) and (b) questions

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) 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	Answer	Mark	Rationale/Additional Guidance
Answer any two questions; you must answer all parts (a-e) of the questions you choose.			
1	Key Area 1: Religion and Secularisation		
(a)	<p>Explain how religious belief influences the law in <u>one</u> of the two countries that you have studied.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates have been required to study two different countries and examples referred to can be drawn from any of the countries offered on the specification (China, France, India, Turkey, UK, USA).</p> <p>Responses might include: A likely starting point will be the relationship of the official status of religion within a country to other factors such as any laws which might affect religious practices - either by restricting them or by exempting believers from laws which apply to others – any laws which require participation in religious practice, or official roles which require religious affiliations, the role of any pressure groups (religious or secular) in government consultation processes or in the wider community.</p> <p>Some candidates might also explore the social mix of religious groups within a country and consider how religious beliefs might impact on the electorate’s choice of representative in democratic countries, or the response of the people to their governments in non-democratic countries.</p> <p>Specific examples from the countries available for study might include:</p> <ul style="list-style-type: none"> • The official atheist status of China, its recent legislation in protection of religious freedom and the social practise of religion in the country; • The French separation of Church and State, laicite and the legal right of individuals to follow a religion; • The Indian history of religious tolerance and equality of all religions before the law, the importance of religion in everyday life in the 	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
	<p>country and its impact on the worlds largest electorate;</p> <ul style="list-style-type: none"> • Turkish laws against the involvement of religion in politics and the guarantee of freedom of religion for individuals; • The status of Christianity as the State religion in the UK, with the Monarch as Head of the Church of England and the role of senior clerics in the law-making process; • The constitutional separation of Church and State in the USA, the religious differences between states and the effect this might have on local laws. 		
(b)	<p>Describe the ways in which secular philosophies might influence personal freedoms in <u>either</u> of the two countries you have studied.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates have been required to study two different countries and examples referred to can be drawn from any of the countries offered on the specification (China, France, India, Turkey, UK, USA).</p> <p>Responses might include: Some Candidates might choose to focus on the ways in which the law impacts on the freedom to practise or to choose a religion, building on the information from a) above about the status religion is given constitutionally and the consideration given to it during the process of law making. Other candidates might choose look more broadly at the extent to which the law allows freedom of choice, speech, conscience or belief within the selected country. Whichever approach is taken candidates should demonstrate an understanding of the broader philosophy behind these processes and/or the system of values which gives rise to them.</p> <p>Some candidates might also refer to humanist or atheist organisations within the country, with reference to the status given to groups of this nature, whether they are considered equally with religions or viewed as separate, whether the law allows freedom of belief to extend to non-belief or how far the values promoted by humanists have influenced recent</p>	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
	<p>changes in the law to promote or restrict freedoms.</p> <p>Reference might be made to specific cases reported in the media of individuals whose freedom has been restricted in some areas – for example the wearing of religious dress or religious symbols.</p> <p>Specific examples from the countries available for study might include:</p> <ul style="list-style-type: none"> • The official atheist status of China, and the governments treatment of the growing number of religious believers within the country; • The relationship between religious groups and the government in France, the right to follow a religion, liberté, égalité and fraternité and their role in the French constitution; • The role of secularism in the Indian constitution, the rise of Hindu Nationalism, the Bharatiya Janata Party and the importance of religion in everyday life in the country, cases reported in the media relating to the wearing of religious dress or symbols; • The rise of Islamism in Turkey and the Constitution of 1924, the ban on Islamic dress for public employees and the avoidance of religious affiliations for political parties, cases reported in the media relating to the wearing of religious dress or symbols ; • The status of Christianity as the State religion in the UK, the British Humanist Association and it's campaigning work, cases reported in the media relating to the wearing of religious dress or symbols; • The constitutional separation of Church and State in the USA, the American Humanist Association and the role of the evangelical churches in political debate, bans on teaching evolution or creationism in some states, cases reported in the media relating to the wearing of religious dress or symbols. 		

Question	Answer	Mark	Rationale/Additional Guidance
(c)	<p>'Modern politics should be influenced by religious issues'.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to more than one religion/secular philosophy in your answer.</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates have been required to study two different countries from the specification (China, France, India, Turkey, UK, USA) and might draw examples from either of these. Other relevant example, including those from other countries, might also be used.</p> <p>Responses might include: Politics today has to deal with a wide range of issues that are can be extremely emotive and which provoke extreme reactions from some religious groups. Candidates are being asked to explore how far these reactions are actually allowed to influence the rules and laws that end up being put in place. They might choose to do this from a general political basis or they could look at specific examples of religious belief coming into the sphere of politics and the law.</p> <p>Candidates might consider examples where religious/secular groups are prominent in lobbying for or protesting against changes in the law such as abortion, assisted suicide, immigration or human rights legislation; how successful an influence religion is judged to be will clearly depend on the examples chosen. Candidates might also consider the viewpoint of secular lobbyists, and the way humanist values relate to these issues. Some might argue that politicians should not take religious attitudes into account on large and emotive issues such as these, or they might want to consider why.</p>	[12]	

Question	Answer	Mark	Rationale/Additional Guidance
	<p>Some candidates could focus on fundamentalist religions and their attitudes to moral issues or to areas such as the difference between criminal law and shari'ah law, disjunction between freedom of speech and blasphemy laws or the role and limitations of laws to protect religious freedom. Other candidates might consider religion as a liberal influence in a multi-cultural society, discussing religious tolerance and religious pluralism while some might consider religion to be divisive by nature and so kept out of politics.</p> <p>The official status of religion within the state is also likely to be an area for discussion and candidates might explore the ideal proposed by the constitution of a state and consider how far this differs from the reality of society within that state.</p> <p>The existence or absence of democracy within a state, and the impact of religious belief on the selection and election of representative is another area some candidates might choose to develop.</p> <p>To address the question fully candidates will need to refer to secular concerns.</p>		

Question	Answer	Mark	Rationale/Additional Guidance
2	Key Area 2: Issues Across the Faiths		
(a)	<p>Describe <u>two</u> ways in which the law has interfered with religious freedom.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>The specification has not put a limit on which countries or religions candidates might approach this key issue from. It seems likely that the countries/faiths chosen for key issue 1 will also feature here, but any relevant examples should be credited as appropriate.</p> <p>Candidates must refer to the specified number of ways/examples in order to achieve full marks. However these may not be of equal depth/length.</p> <p>Responses might include: The question allows for candidates to make either a very general answer about the impact of the law on individual freedoms or for specific examples to be explored in more detail, these could include examples from personal experience or from groups with which the candidate is familiar. Either approach is acceptable.</p> <p>Specific areas candidates might reference might include: laws relating to gender equality, including dress codes and appearance and cultural practises such as female genital mutilation and male circumcision; Human rights issues such as freedom of speech and blasphemy, honour crimes and persecution of religious minorities; The wearing of religious symbols or issues such as religious dress requirements in relation to uniforms or health and safety rules; Religious requirements which might conflict with local laws such as animal sacrifice, or funeral requirements.</p>	[6]	Some candidates have approached the question by way of broad legal or religious principles, others have chosen to exemplify using specific cases. Either approach is creditable.

Question	Answer	Mark	Rationale/Additional Guidance
	<p data-bbox="248 264 1290 328">(b) Explain how religious belief could influence a person in their choice of career.</p> <p data-bbox="327 363 1151 395">Examiners should mark according to the AO1 level descriptors.</p> <p data-bbox="327 430 1240 564">The specification has not put a limit on which countries or religions candidates might approach this key issue from. It seems likely that the countries/faiths chosen for key issue 1 will also feature here, but any relevant examples should be credited as appropriate.</p> <p data-bbox="327 600 1290 1075">Responses might include: The question could be approached either from the angle of the value of money and morality relating to occupation – for example working as a prostitute or in the ‘adult’ industry or working outside the law altogether could be seen as immoral due to the breaching of religious commandments or the general lack of respect and value of others that they are perceived to have while jobs in medicine, education or social work might be perceived as moral, since they help others and provide vital services for the benefit of the wider community. The accumulation of wealth, and the way this is regarded within religious groups might also be an area of interest; candidates might chose to focus generally on religious ethics and the ways that money might be made in the modern world, considering for example the arms trade or the exploitation of the developing world for luxury goods.</p> <p data-bbox="327 1110 1290 1409">Candidates could also take a more practical approach and consider religions with requirements such as regular prayer, gender segregation and food or dress which could impact on an individual’s ability to do specific jobs. This could also lead candidates to consider workplace equality legislation in the countries they have studied and whether these types of issue are for the individual or the employer to solve. Other areas of interest could include the potential challenges of being a believer working in an atheist state, or a member of a minority faith working within a country that has a strong faith tradition.</p>	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
	<p>Some candidates may which to focus on very specific examples of careers that are prohibited or curtailed by religious beliefs and practises. Some religious examples might include women and the priesthood, especially within the Catholic Church; the implications of gender segregation either in specific cases such as medical practitioners and the restrictions on areas of medical specialisation that occur if men and women are not permitted to mix or more generally from the perspective of restrictions on the freedom of women to work outside the home, for example in Saudi Arabia; the potential problems for Jews if they work in a profession where their hours cannot be set to take account of Shabbat.</p>		
(c)	<p>‘Marriage can only be successful if you share the same beliefs’.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to more than one religion/secular philosophy in your answer.</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates have not been limited in their study to specific countries or religions. Although it seems likely that the countries chosen for study in key area 1 might feature again here any relevant examples used will be credited.</p> <p>Responses might include: Even in self-described secular societies marriage remains popular and in the multi-cultural world that most of us live in today it seems inevitable that more and more people will meet partners from outside their own cultural or religious background. Candidates are being asked to consider whether these partnerships are under a greater strain than those where the background is shared.</p>	[12]	

Question	Answer	Mark	Rationale/Additional Guidance
	<p>Some candidates might choose to discuss the importance of marriage as the core of a family and the means by which beliefs and traditions are passed across generations; they might argue that inter-faith marriage means the erosion of cultural tradition or they might argue that children brought up within different cultures will be more socially aware and have a greater understanding of both.</p> <p>Other candidates could focus on practical areas such as the nature of the ceremony the couple might have and the role of faith in the lives of any children. Or they may consider the potential difficulties where one member of the couple is a believer and the other is not.</p> <p>Candidates might also refer to religious teachings from one or a range of faiths about ideas relating to mixed marriage and children of mixed marriages. They might also choose to discuss whether marriage has any role at all outside of a religious framework of beliefs.</p> <p>Candidates may give references from popular culture, but unless these are explained in the context of religious or secular beliefs they will not be able to access the higher levels.</p>		

Question	Answer	Mark	Rationale/Additional Guidance
3	Key Area 3: The Rise of and Interest in Religious Movements		
(a)	<p>Describe how the <u>two</u> religious movements you have studied have become more popular.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates have been required to study two religious movements and examples referred to can be drawn from any of the religious movements offered on the specification (Falun Gong, Jehovah’s Witnesses, Baha’i, Order of Bards, Druids and Ovates, Rastafari, the Unification Church).</p> <p>Responses might include: While the question does not specifically ask about recruitment candidates might interpret it in that way, some of the religious movements offered do proselytise as an article of faith while others do not. To say that they do not is an acceptable approach to the question on which candidates might then build further.</p> <p>Other candidates might take a broader view and interpret the question as being about how the group chooses to present itself to the outside world.</p> <p>Specific examples from the new religious movements available for study could include:</p> <ul style="list-style-type: none"> • Falun Gong and the therapeutic uses of Qigong; • Jehovah’s Witnesses, proselytisation and the need of people for salvation; • The Order of Bards, Ovates and Druids and the possibility of combination with other faiths; • The Unification Church and the unification of all Christian denominations; • The Baha’i belief that ethical systems are rooted in the time and place of their origin and the need to look beyond these to the deeper spiritual messages that have universal relevance; 	[6]	Some candidates have referenced drug use in Rastafari as a source of its popularity and this is a creditable response.

Question	Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Rastafari and the idea that you 'become' a Rasta when you accept and follow the teachings of the Most High Jah, the difference between 'becoming' and 'conversion' 		
(b)	<p>Explain how the beliefs of one of the religious movements you have studied affects the lives of its followers.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates have been required to study two different religious movements and examples referred to can be drawn from any of the religious movements offered on the specification (Falun Gong, Jehovah's Witnesses, Baha'i, Order of Bards, Druids and Ovates, Rastafari, the Unification Church).</p> <p>Responses might include: The question will allow candidates to refer to any distinctive aspect or aspects of practice within the religious movements that they have studied, such as regular prayer or meditation, the need to engage in work on behalf of the group or any restrictions or requirements such as diet or clothing; alternatively some candidates might consider the teachings or beliefs of the religious movements and relate these to issues, dilemmas or events that could crop up in daily life such as career choices or social interactions.</p> <p>Specific examples from the religious movements available for study could include:</p> <ul style="list-style-type: none"> • the Falun Dafa, five sets of exercise for harmony and perfection; • Witnessing and proselytisation among Jehovah's Witnesses; • the sacred essence of nature and 'treading lightly on the earth' for the Order of Druids, Bards and Ovates; • the teachings on celibacy and marriage in the Unification Church; • the role of Ganja as a sacrament and the legal implications of this for the Rastafari movement. 	[6]	Attitudes to paid work amongst Jehovah's Witnesses can also be credited.

Question	Answer	Mark	Rationale/Additional Guidance
(c)	<p>‘New religions only attract believers who feel rejected by society’.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to more than one religion/secular philosophy in your answer.</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates have been required to study two different religious movements (Falun Gong, Jehovah’s Witnesses, Baha’i, Order of Bards, Ovates and Druids, Rastafari and the Unification Church) and might draw examples from either of these. Other relevant examples, including those from other Religious Movements might also be used.</p> <p>Responses might include: Some of the religious movements offered by the specification are more generally accepted within society as a whole than others. With many religious movements there is a perception that only people who have been failed or cast out in some way by the rest of society or by other religions will be interested in joining them. Candidates are being asked to consider how far this is in fact the case.</p> <p>Some candidates might choose to focus on the more unusual beliefs and practises of the new religious movements they have studied and consider what type of people are drawn to extremes. Where the movements are related to broader traditions such as Christianity candidates might wish to explore areas of similarity and difference and consider the views of the wider faith community.</p> <p>Other candidates might see no distinction between the beliefs and practise of religious movements and more established religious traditions</p>	[12]	

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