

**Religious Studies**

General Certificate of Secondary Education **B612**

Religion, Politics and Culture in Britain

**Mark Scheme for June 2010**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## 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	Answer	Mark	Rationale/Additional Guidance
1	<b>Religion and Culture</b>		
	<p data-bbox="232 244 300 276"><b>(a)</b></p> <p data-bbox="315 244 1205 276"><b>Describe how music might be used to express Christian beliefs.</b></p> <p data-bbox="315 312 1084 344">Examiners should mark according to AO1 level descriptors.</p> <p data-bbox="315 381 1234 544">Responses might include references to music used to display Christian faith, including specific beliefs. For example: Gospel music, soul music, church music (hymns, sung masses, requiems, Bach cantatas, Mozart Masses etc), Rap music, musicals, (Jesus Christ Superstar, Godspell), festivals such as Greenbelt, etc.</p> <p data-bbox="315 549 1205 644">Answers could refer to what happens in a church service, at festivals (greenbelt) or to music particularly written for a type of service (mass/requiem).</p> <p data-bbox="315 649 1227 713">They may use one style of music in particular or refer to many types of musical expression.</p> <p data-bbox="315 718 1223 782">The beliefs expressed could refer to specific ones (life after death, sin, suffering) or to Christian beliefs in general (the love of God)</p> <p data-bbox="315 786 1218 818">They can be specific to one denomination or to Christianity in general.</p> <p data-bbox="315 823 1245 882">Some candidates may refer to music being used to invoke the feeling of awe and wonder, to sing praise or tell a story (musicals).</p>	<b>[6]</b>	
	<p data-bbox="232 890 300 922"><b>(b)</b></p> <p data-bbox="315 890 1196 954"><b>Explain the importance of one religious heritage site to modern Britain.</b></p> <p data-bbox="315 991 1084 1023">Examiners should mark according to AO1 level descriptors.</p> <p data-bbox="315 1059 1256 1252">Responses might include reference to one <u>or</u> more of the sites they have studied showing how they connect with some aspect of Britain's cultural history: religious, secular or both. Higher level responses will move away from purely historical/geographical details and concentrate on the importance of the site/s to national identity/culture and the history of Britain.</p>		

Question	Answer	Mark	Rationale/Additional Guidance
	<p>Candidates may answer with reference to religious sites in general; however the question refers to a particular religious site of historical importance, or a place of pilgrimage or a famous building/place of worship.</p> <p>Reference may be made to pilgrimage and/or events attached to a particular site. Examples might include:-Iona, Canterbury, Stonehenge (the solstice), Walsingham (lady's days), etc.</p> <p>Negative criticism of their importance may gain credit but higher level responses will work on the premise that the question implies importance. Although candidates should be credited for considering the importance of sacred sites within specific religious traditions, they may not access higher level marks unless they refer it back to the importance of such sites to modern Britain: link to the collective past/tradition/cultural perspective/community cohesion/sense of national identity.</p>	[6]	
(c)	<p><b>“Christianity has had no impact on the history of Britain.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a Personal viewpoint. You must refer to Christianity within Britain in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.</p> <p>Candidates might consider some of the following: Although assessing AO2, the study undertaken on a historical period could be used here to answer the question. Any one period or a general overview may be used to answer the question. It is expected that higher-level responses will refer to at least one historical period to support the statement, but could also turn to another period of history to show a different response to the question. (Eg period of empire building or the industrial revolution) Candidates may move beyond Britain to include the British Isles (inc. Ireland) and the British Empire. Many candidates will consider the official position of Britain as a “Christian country.” Some candidates may well agree while also mentioning other religious and/or secular influences.</p>	[12]	
	<b>Total</b>	<b>[24]</b>	

Question	Answer	Mark	Rationale/Additional Guidance
2	<b>The influence of Christianity upon British Politics</b>		
	<p data-bbox="230 276 271 308"><b>(a)</b></p> <p data-bbox="315 276 1155 339"><b>Describe the role played by the Church of England in British politics.</b></p> <p data-bbox="315 379 1081 411">Examiners should mark according to AO1 level descriptors.</p> <p data-bbox="315 451 1256 675">Responses might include reference to: the roles of Bishops in the House of Lords; the role of Christianity in education, ethical issues (eg science, medicine), in bringing pressure to bear on the government re: social/ethical issues; the effect of Christianity on the laws of the land. Some candidates might also refer to role of the Head of the Established Church also being the Head of State; Established Church and its privileges/its historical context.</p> <p data-bbox="315 683 1256 746">Some responses may refer to the role of Christianity in social reform and campaigns for changes in the law; its role in community cohesion.</p> <p data-bbox="315 754 1256 850">Credit answers, which, though concentrating on the C. of E., also refer to Christianity in general though answers, which are generic rather than specific to the C of E, are likely to be a low level response.</p> <p data-bbox="315 858 1256 914">Some candidates may describe the role of the C of E from an historical or contemporary perspective.</p>	[6]	
	<p data-bbox="230 924 271 956"><b>(b)</b></p> <p data-bbox="315 924 1178 987"><b>Explain how recent changes in law might affect Christianity in modern Britain.</b></p> <p data-bbox="315 1027 1081 1059">Examiners should mark according to AO1 level descriptors.</p> <p data-bbox="315 1099 1155 1131">Candidates may look in detail at one law or several in less detail.</p> <p data-bbox="315 1139 1256 1219">Responses might include reference to laws on education (faith schools), blasphemy, religious hatred, abortion, homosexuality, civil marriages, laws on discrimination, etc.</p> <p data-bbox="315 1227 1256 1323">Credit responses to how these changes may affect the life of an individual Christian as well as Christianity itself. Some may refer to wearing of religious symbols in public.</p> <p data-bbox="315 1331 1256 1394">Reference may be made to the conflict between Christian belief and social change in a secular society eg various anti-discrimination laws.</p>	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
(c)	<p><b>“An Established Church is not needed in a multi-faith Britain.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity within Britain in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.</p> <p>Candidates might consider some of the following points: Community Cohesion in a multi-faith and multi - cultural society; the rise of secularism; humanism; the changing face of British morals; ethical issues.</p> <p>Responses might refer to a more open and accepting/tolerant society; the decline in church attendance but rise in attendance at other faith services.</p> <p>The historical connection: it is an important part of the nation’s religious heritage/tradition.</p> <p>The parochial system and how it would be affected.</p> <p>The role of the Head of State and Church in speaking out and representing the people at certain moments in the nation’s history, for eg – services for war dead. The role of the Established Church in coronation. Some may consider the proposal to change the title of the monarch to ‘Defender of faiths’ instead of ‘defender of the faith’. Some candidates may argue it is divisive; shows preference to one denomination and faith; offers unfair influence to one faith in a multi-faith society.</p>	<b>[12]</b>	
	<b>Total</b>	<b>[24]</b>	



Question	Answer	Mark	Rationale/Additional Guidance
3	<b>Religion and Modern Britain</b>		
(a)	<p><b>Describe the ways in which Britain has become a multi-faith society.</b></p> <p>Examiners should mark according to AO1 level descriptors.</p> <p>Responses might include reference to the empire; commonwealth; the need for workers following World War Two; introduction of laws covering religious tolerance.</p> <p>Credit may be given for references to the decline in power/status/influence of “traditional” Christianity within Britain</p> <p>Candidates will probably refer to the large-scale immigration of the 60s and 70s from various parts of the world that brought in people of different cultures as well as faiths. They may list some of these “new” faith systems. Higher-level responses will be aware of the difference between the concepts of multi-faith and multiculturalism.</p> <p>Question could be answered from an historical perspective (immigration) or a social (increasingly diverse and tolerant society) perspective or a mixture of the two</p>	[6]	
(b)	<p><b>Explain the importance of the role religion plays in multi-cultural Britain.</b></p> <p>Examiners should mark according to AO1 level descriptors.</p> <p>Candidates should be aware of the difference as well as the interaction between faith and culture. Candidates might comment that religion:</p> <ul style="list-style-type: none"> <li>Helps form a bond within a particular community;/provides a concrete community identity;</li> <li>Provides a social network to which outside agencies can liaise;</li> <li>Can encourage peace and cooperation between various cultures and faiths;</li> <li>Through the work of religious elders/priests can help promote inter-faith links.</li> </ul>		

Question	Answer	Mark	Rationale/Additional Guidance
	<p>Candidates may offer examples from their local community or nationally. They might refer to national religious bodies that encourage dialogue and community cohesion.</p> <p>Some candidates might see religion as having a negative role in society:  – makes communities more segregated; Causes communal tensions/can cause offence. Credit may be given to negative effects of religion but a solely negative answer cannot gain high marks.</p>	<b>[6]</b>	
<b>(c)</b>	<p><b>“Britain is no longer a Christian country.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity within Britain in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.</p> <p>Candidates are free to answer this question from many different angles: Responses might consider whether Britain was ever a Christian country or what it is that makes a country “Christian”. Some candidates might consider if being Christian is more to do with history and tradition or the nation’s social and ethical mores than with religious belief.</p> <p>Higher-level responses are likely to look at how the presence of faiths other than Christianity might affect the nation’s mores and/or identity and whether the presence of such faiths actually excludes Britain from being labelled a Christian nation. Other response might refer to the rise of secularism and its effect on the religious/social/moral make up of Britain. To some people it’s just a numbers game; the “majority” faith being the one that defines the country.</p>	<b>[12]</b>	
	<b>Total</b>	<b>[24]</b>	

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