

Religious Studies C

General Certificate of Secondary Education

Unit **B612**: Religion, Politics and Culture in Britain

Mark Scheme for June 2011

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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 (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
1	<p data-bbox="331 209 618 236">Religion and Culture</p> <p data-bbox="244 276 1234 339">(a) Explain how Christian beliefs can be expressed through painting and sculpture.</p> <p data-bbox="331 376 1211 403">Examiners should mark according to the AO1 level descriptors.</p> <ul data-bbox="331 448 1279 1391" style="list-style-type: none"> <li data-bbox="331 448 1279 815">• Candidates might include some of the following: In churches: paintings, stained glass windows, statues. Victorian paintings in books: Jesus as light of the world, Jesus as the stranger knocking at the door. Salvador Dali's painting of Jesus on the cross; mediaeval paintings; statues of Mary, of various saints, the heart of Jesus, etc. Various statues and symbols used to express beliefs about a particular figure or Christianity in general. For some, art is an excellent vehicle to express the incarnation. The various ways in which the cross and/or crucifix is used; the weeping Christ. The "Stations of the Cross" depicting the passion; Christ dying for all; the sacrifice of Christ. <li data-bbox="331 823 1279 1023">• Candidates are expected to make use of any form of visual artistic expression that may be used to display Christian beliefs. They may use one style of visual presentation or many different types. Candidates must refer to both paintings and sculpture to achieve full marks. However, they do not have to refer to them equally but a good answer will refer to both. <li data-bbox="331 1031 1279 1198">• Answers could refer to how they are used in church services, personal acts of devotion or public displays of devotion / worship. What might happen in a particular church service -the covering of statues on Good Friday; the use of Icons. Credit only what refers to paintings/sculpture and not just for a general account of the service. <li data-bbox="331 1238 1279 1391">• The beliefs expressed could refer to specific ones (life after death, sin, suffering) or to beliefs in general. They can be specific to one denomination or to Christianity in general. Some candidates may refer to the visual arts as a vehicle to invoke the feeling of awe and wonder, to praise or tell a story; stained glass windows. 	[6]	<p data-bbox="1420 850 2063 978">The question refers to both painting and sculpture. Full marks cannot be achieved without reference to both though not necessarily in equal depth.</p>

Question	Answer	Mark	Rationale/Additional Guidance
(b)	<p>Describe how Christianity affected the period of British history you have studied.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might include some of the following: It is expected that candidates will refer to one of the areas of British history as specified in the specifications, though they are free to refer to other historical periods in the development of their answers. Better answers will move away from purely historical details and concentrate on the importance of the effect that the Christian faith had on that period in British History and to national identity and / or culture.</p> <p>Candidates might mention: the early Christians during the Roman period; the arrival of St Columba and St Augustine in Britain and the reaction of the pagan faiths and local kings; the emergence of Celtic-English tensions in the Christian movements in England and synod of Whitby, (Patrick's influence may be credited only in so much as it affects Britain); the religious and various social roles played by monasticism in the Medieval age; Land owners, spiritual centres, places of learning, hospitals, etc; the religious and social upheavals of the Reformation (new church services, destruction of the monasteries and their functions); and the rise of diverse Protestant denominations and the resulting splintering of the Church and its effect on society/individuals</p>	[6]	Credit should be given for an attempt to demonstrate the interaction of Christianity with the specified period of history

Question	Answer	Mark	Rationale/Additional Guidance
(c)	<p>“Religious heritage sites are not worth keeping for the future.”</p> <p>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</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might include some of the following: although assessing AO2, the study undertaken on a historical period could be used here as heritage sites are by their very nature linked to a particular period in the history of Britain and maybe the development of Christianity within Britain. Any Religious Heritage sites within Britain or a general overview may be used to answer the question. It is expected that a better answer will refer to at least one historical Religious Heritage site to support their argument. Others could argue that in a multi faith Britain, religious sites that are wholly Christian (regardless of denomination) are an anachronism (an irrelevance?) and use other examples to show a different response to the question.</p> <p>Many candidates might consider the official position of Britain as a “Christian country” whilst others may well agree while also mentioning other religious and/or secular influences. Some candidates may look at it from a monetary angle, looking at the notion of the state maintaining (spending resources on) Christian buildings in what many see as a “secular “society. Entrance fees! Others might say these sites show Christianity as a living faith in an historical context.</p>	[12]	<p>Exemplars from other faiths/countries used to exemplify points may be credited in addition to references to Christianity within Britain</p>
	Total	[24]	

Question	Answer	Mark	Rationale/Additional Guidance
2	<p>The influence of Christianity upon British Politics.</p> <p>(a) Describe the relationship between the Church of England and the State in the 21st Century.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might include some of the following: role in anointing monarchy; Head of State also Head of Church; role in running of schools; teaching of RE (places on local Sacre) ; reserved places in the House of Lords for bishops; Running of voluntary services- adoption agencies, charities; prayers at start of sessions in Parliament; interplay between state and church in public commemorative events e.g. war remembrances, public outpourings of grief; moral voice of the nation ; established church status so declaring UK as Christian. Some candidates might also place the modern relationship in an historical context and credit should be given where it has direct bearing on the Churches' position in the 21st century.</p>	[6]	Credit may be given for answers that show the influence the Church of England has on the State in the 21 st century
	<p>(b) Explain how Christian beliefs might support democracy.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might include some of the following: Some candidates might refer to the strong message of personal freedom within Christianity coupled with the teachings of love they neighbour and the response and "am I my brother's keeper?" The story of the Good Samaritan or the role of Jesus in being accessible to all might also be discussed. The belief that we are all equal before God; we are created equal.</p> <p>Candidates might also refer to the nonconformist tradition and catholic social teaching and their links to the growth of the trade union and labour movement s. The question does suggest that Christianity supports democracy though students will not be penalised if they try to show that Britain has not always been democratic or Christian.</p>	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
	Although the paper is rooted in Britain, candidates may well refer to the "Founding Fathers" and their principles of equality based upon Christian principles or to Martin Luther King and his campaign for democracy and equality based upon his Christian beliefs that we are created equal		
(c)	<p>"Films or plays should not be banned just because they might offend religious believers"</p> <p>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.</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might include some of the following: Multiculturalism in Britain and issues surrounding artistic licence to portray religions. Discussion might revolve around free speech, a free press and censorship. Although the question is wide open to interpretation, it assumes students will hone in on plays and films that seem to be the cause of offence to some people of a religious nature (e.g. Gurpreet Bhatti's play "Behzti"(Dishonour), Mel Gibson's "Passion of The Christ," Monthy Python's " The Life of Brian", "Jerry Springer , The opera", Theo Van Gogh's "Submission", "Fitna" by Geert Wilders, etc.). Issues such as community cohesion, multi-faith sensitivities and multi- cultural awareness may be referenced. Some candidates might also refer to Britain as a secular society so plays which attack /pillory religious views/ beliefs are just as acceptable as plays which attack or satirize other aspects of British life. Why should religion be treated any differently? Freedom of speech includes the risk of being offended.</p> <p>Is Britain not a more open and accepting/tolerant society, so should we not take note of people's sensitivities particularly on an area of life which means so much to so many people? Do you limit free speech?</p>	[12]	
	Total	[24]	

Question	Answer	Mark	Rationale/Additional Guidance
<p>3</p> <p>(a)</p>	<p>Religion and Modern Britain</p> <p>Explain how immigration since 1950 has influenced the cultural and religious life of Britain.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might include some of the following: Britain no longer a solely Christian (or Anglican?) country. Increase of Roman Catholics in Britain, mainly Irish and Polish. The consequent growth in influence of Roman Catholic church. The growth of certain faith (and ethnic) communities in particular areas of Britain: Hinduism and Islam in the Midlands; Islam in the North of England. Effects on schools, supermarkets and religious buildings with greater provision for followers of other faiths or from various ethnic backgrounds. Diwali lights in Leicester and festival celebrations in other major cities. Laws passed on religious hatred and equality of esteem re: religious belief. The wider availability of prayer areas (wash rooms) in public places for people of non- Christian faiths and of cards, shops, restaurants, outlets, etc for those of a non Christian background and/or various ethnic backgrounds.</p> <p>Growth of faith schools; Christian, Hindu, Jewish, Muslim, Sikh alongside the changing face of R.E. teaching in schools to be more inclusive and reflective of a varied and multi – faith society. Schools shut for religious festivals. The appearance and growth of media in different languages catering for various ethnic audiences. Negative as well as positive effects may be mentioned. Rise of far right parties and racism</p>	<p>[6]</p>	<p>The question refers to both cultural and religious life in Britain. Full marks cannot be achieved without reference to both though not necessarily in equal depth.</p>

Question	Answer	Mark	Rationale/Additional Guidance
(b)	<p>Describe how religious organisations might help different faiths to work together.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might include some of the following: reference to one or more of the many religious bodies mentioned in the specifications. For example: Centre for the Study of Muslim-Jewish Relations and the Centre for the Study of Jewish-Christian Relations, both which strive for harmonious relations between their faiths through dialogue and interfaith meetings/conferences; the Society for Dialogue and Action promoting positive change through peaceful co-existence within our multi faith communities. (Interfaith talks/classes/workshops in primary and secondary schools).</p> <p>Jewish Board of Deputies, Hindu Council of the UK, both seeking to promote interfaith dialogue.</p> <p>Candidates might look at interfaith meetings, attendances at major British events (War memorial services Remembrance Sunday) by members of the various major faiths in Britain thus showing the recognition given to them by society. They may also mention that religious organisations are often involved in discussions with politicians and community leaders about social. community issues.</p> <p>Faith leaders, representatives, etc going into schools and talking/meeting children of different faiths.</p>	[6]	

Question	Answer	Mark	Rationale/Additional Guidance
(c)	<p>“Faith schools encourage division in society.”</p> <p>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.</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might include some of the following: Some might comment that religion provides a concrete community identity and faith schools help to strengthen this so encouraging community cohesion. Others might argue that it is “indoctrination” and encourages community division. Reference might be made to Northern Ireland as an example where it has been suggested that separate denominational schools have encouraged ignorance of other perspectives; could refer to Corrymeela as another option.</p> <p>Others might argue that as we are in a secular society, faith schools, if they exist at all, should not be paid for by the taxpayer. Others might argue that within democracy a faith community should be allowed to nurture their child’s religious development and cultural attachment through the education system; are we not all tax payers? Some polls suggest that 25% of pupils are of no faith!!</p>	[12]	
	Total	[24]	
	Paper Total	[48]	

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