OCR ★
RECOGNISING ACHIEVEMENT

SPECIMEN

General Certificate Secondary Education

B612

Religious Studies C
(Religion and Belief in Today's World)

Religion, Politics and Culture in Britain

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.
Additional materials: None

Candidate Forename		Candidate Surname	

Centre Number		Candidate Number	

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-c) of the two questions which 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 **51**.
- Should you need 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.
- You will be assessed on the quality of written communication in your answer to all questions. Questions marked with a pencil (✐) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
TOTAL	

Answer **TWO** questions. (Parts a, b and c should be answered for each question)

1 Religion and Cultural Expression

   (a) How are Christian beliefs portrayed in films?

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   (b) What impact did the historical period you have studied have on Christian art?

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....**[6]**

(c) "Funding and Preserving Religious sites is not important and a waste of money."

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.

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[12]

✎ Spelling, punctuation and grammar   **[3]**

2 The influence of Christianity upon British Politics

  (a) Describe what part Christianity plays in British politics.

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  (b) How does Christianity influence the governing of the UK?

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(c) "Christianity does not allow for democracy."

Discuss this statement. You should include different, supported points of view and a personal viewpoint.

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🖉 Spelling, punctuation and grammar   **[3]**

3   Religion and Modern Britain

(a) How do faith communities engage in inter-religious dialogue?

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(b) Why do some people consider community cohesion is important and how can religion help?

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.... **[6]**

(c) "Britain today is a Christian country."

Discuss this statement. You should include different, supported points of view and a personal viewpoint.

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$\mathscr{P}$ Spelling, punctuation and grammar **[3]**

Paper Total [51]

Extra Answer Space

Clearly label which question you are answering.

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate Secondary Education

RELIGIOUS STUDIES C (RELIGION AND BELIEF IN TODAY'S WORLD)   J622

Unit B612: Religion, Politics and Culture in Britain

Specimen Mark Scheme

The maximum mark for this paper is **51**.

This document consists of **10** printed pages and **2** blank pages.

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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, Spelling, Punctuation and Grammar

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.

SPaG is now assessed in part (c) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

High performance 3 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 2 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1 mark
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

AO1 parts (a) and (b) questions

Level 0 0	**No evidence submitted or response does not address the question.**
Level 1 1-2	A **weak** attempt to answer the question. Candidates will demonstrate little understanding of the question. - 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	A **satisfactory** answer to the question. Candidates will demonstrate some understanding of the question. - 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	A **good** answer to the question. Candidates will demonstrate a clear understanding of the question. - 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. - 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. - 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. - 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. - 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)	**How are Christian beliefs portrayed in films?** Candidates should use specific examples of films that illustrate Christian beliefs. They may consider one film in depth or several in more general terms. Some candidates may select one or more films that give both positive and negative views of Christianity and discuss the way the differences are drawn out, relating the image presented to the reality of Christian belief. They may discuss the use of stereotype and exaggeration by the film maker to make their point. Although the question does not specifically require consideration of whether the portrayal is justified or justifiable some candidates will do this as a means of fully demonstrating their engagement with the question.	**[6]**
1(b)	**What impact did the historical period you have studied have on Christian art?** Candidates should demonstrate their understanding of factors that have an influence on art and artistic styles; such factors may include social movement, cultural diversity and contact with other cultures, religious beliefs of an artist or of the society the artist was working within and the range of attitudes to these beliefs that were prevalent at the time. These factors will be drawn from one period of history and may be related through specific examples or discussed in more general terms in relation to 'schools' or styles that were prevalent in that period.	**[6]**
1(c)	**'Funding and Preserving Religious sites is not important and a waste of money.'** **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.** Candidates may agree or disagree with the statement and should consider their reasons for doing so. Candidates may illustrate and support their arguments with examples of specific religious sites, while others may choose to discuss the issue more in terms of the general importance of pilgrimage or sacred space to different religious groups. Answers may focus on historical sacred sites or famous places of pilgrimage only, alternatively the focus could be on buildings or places of worship and whether these deserve funding. Candidates may consider the use of public money to maintain and/or create these sites, and many may take the view that as long as they are privately funded they are acceptable but that there are more important uses for public money. Some candidates will consider the importance of sacred sites within specific religious traditions and may suggest that value is not necessarily	

Question Number	Answer	Max Mark
	best measured in monetary terms. Answers will not necessarily agree with the whole of the statement and may suggest that some sites are more important than others or that some religions place greater value or significance on place than others.	**[12]**
✏	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	**SPaG [3]**
2(a)	**Describe what part Christianity plays in British politics.** Candidates should demonstrate a basic understanding of the British constitution and the connection between Church and state. They are likely to reference the monarch as the head of the Church of England and some may refer to the legislative role played by both the monarch and the Lords Spiritual. Candidates may discuss the treatment given to Christianity under British law, for example through the Blasphemy laws and, how this special treatment may create political issues with other religious groups. Some candidates may discuss the role played by public opinion in shaping British law and politics and could link the church or Christian pressure groups to this.	**[6]**
2(b)	**How does Christianity influence the governing of the UK?** Candidates may build on their answers given in part a above, discussing the composition of the House of Lords to include Bishops and the role of the monarch as the Head of the Church. They may discuss the meaning and significance of being an officially Christian country. Other areas which candidates may refer to could include pressure groups with political agendas, specific individuals with a role in government and a definite personal faith or individuals with no political role but with influence and a media profile which they use to promote their faith.	**[6]**
2(c)	**"Christianity does not allow for democracy."** **Discuss this statement. You should include different, supported points of view and a personal viewpoint.** Candidates are free to agree or disagree with the statement and should explore their reasons for doing so. Candidates should demonstrate their understanding of the nature of democracy and then relate this to what they know about Christianity. They are likely to discuss the existence of rules within the religion, which believers are expected to follow without question. Many candidates will focus on absolutist views on moral issues and argue that a true believer must follow these rules regardless of the majority opinion which is the	

Question Number	Answer	Max Mark
	mainstay of democracy. Some may also discuss how Christians holding these absolute views campaign, legally or otherwise, for changes in the law – this could be drawn out to exemplify Christianity working with or against democracy.	
	Other candidates may discuss Free Will as God given and a gift which we should use, voting could be seen as an exercise of this right and consequently as a Christian duty. Other Christian teachings such as agape and Biblical examples supporting royal or government authority could also be related to the issue.	
	The most sophisticated answers will discuss the tensions with other religions/beliefs and question whether because the UK is officially Christian it is really a democracy.	**[12]**
✏	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	**SPaG [3]**
3(a)	**How do faith communities engage in inter-religious dialogue?** Candidates should demonstrate their understanding of the meaning and significance of interfaith dialogue. They may discuss the concept generally with reference to non-specific examples such as communal worship or they may use more specific examples including groups which have been established to encourage inter-faith dialogue such as the Society for Interfaith Dialogue and Action and the British Council of Churches. Political solutions and local SACREs may also be discussed.	**[6]**
3(b)	**Why do some people consider community cohesion is important and how can religion help?** Candidates should demonstrate that they understand the importance of community cohesion; they may refer to individuals belonging to several different communities such as their faith community, the community in the area where they live and class or professional identity and discuss the importance of reconciling these tensions. Reasons may include the reduction of violence, promotion of mutual understanding and the ability of different groups to help and learn from eachother. Answers may identify that religion can help by providing a concrete community identity for other groups to liase with, or through edicts and teachings by religious elders, priests etc encouraging peace and co-operation.	**[6]**
3(c)	**"Britain today is a Christian country."** **Discuss this statement. You should include different, supported points of view and a personal viewpoint.** Candidates are free to agree or disagree with the statement and should consider their reasons for doing so. Many candidates will consider the official position of Britain as Christian,	

Question Number	Answer	Max Mark
	with an established church and rules relating to the faith of the Head of State. They may also identify aspects of British law and social convention which are drawn from Christian beliefs and rules and argue that there are more churches in Britain than other places of worship. Other candidates will discuss the multi-cultural society that now exists in many British towns and cities and could suggest that non-Christian religious communities are in general more pro-active, larger and/or growing faster than Christian groups. They could also refer to recent attempts to alter the Blasphemy laws to protect other faiths, or to proposals to change the title of the monarch to 'Defender of faith' instead of 'defender of the faith'. Some answers will demonstrate understanding of Christian heritage and the impact of the faith on British history and consequently in shaping modern society while recognising that Britain has a wider diversity of faith than at any time in the history of the islands; they may demonstrate an understanding of the potential tensions and problems relating to this.	**[12]**
✎	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	**SPaG [3]**
	Paper Total	**[51]**

Assessment Objectives Grid (includes QWC)

Candidates must answer **TWO** questions.

Question	AO1	AO2	SPaG*	Total
1(a)	6			**6**
1(b)	6			**6**
1(c)✐		12	*3*	**12**
2(a)	6			**6**
2(b)	6			**6**
2(c)✐		12	*3*	**12**
3(a)	6			**6**
3(b)	6			**6**
3(c)✐		12	*3*	**12**
Totals	**24**	**24**	**3**	**51**

* Questions marked with a pencil (✐) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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