

GCSE

Religious Studies A: (World Religion(s))

Unit **B573**: RC Christianity (Roman Catholic) 1

General Certificate of Secondary Education

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
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Subject-specific Marking Instructions

We do not annotate Religious Studies scripts.

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 (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Question		Answer	Mark	Guidance
1	(a)	<p>Give the name of one person in the Trinity.</p> <ul style="list-style-type: none">• Father• Son• Jesus• Holy Spirit/ Ghost <p>1 mark for response.</p>	1	Not God

	(b)	<p>State two of the Beatitudes.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Blessed are the poor in spirit: for theirs is the kingdom of heaven. • Blessed are the meek: for they shall possess the land. • Blessed are they who mourn: for they shall be comforted. • Blessed are they that hunger and thirst after justice: for they shall have their fill. • Blessed are the merciful: for they shall obtain mercy. • Blessed are the clean of heart: for they shall see God. • Blessed are the peacemakers: for they shall be called the children of God • Blessed are they that suffer persecution for justice' sake, for theirs is the kingdom of heaven <p>1 mark for each Response</p>	2	
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	(c)		<p>How might judgement effect a Roman Catholics place in eternal life?</p> <ul style="list-style-type: none">• They may begin their eternal life in Purgatory.• They may be sent to heaven.• They may be sent to hell. <p>Responses might include:</p> <p>1 mark for each response.</p>	3	
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	(d)	<p>Explain how belief in an afterlife might affect how Roman Catholics behave in this life.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Roman Catholics are likely to try their best to follow such teachings as the ten commandments or the sermon on the mount in their moral decision making. Hope of heaven or fear of hell may motivate Roman Catholics to do what they perceive to be the right thing. Candidates may also discuss the effect such beliefs (changed word from 'believes') may have on the bringing up of children.</p> <p>These beliefs may also encourage Roman Catholics to make full use of the sacraments on offer from their Church. Some may particularly explore the sacrament of reconciliation.</p>	6	<p>Corporal acts of mercy Modelling lives on the lives of saints.</p>
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	(e)	<p>‘The Beatitudes set too high a standard for Roman Catholics to follow them.’</p> <p>Discuss this statement. You should include different, supported points of view. You must refer to Roman Catholicism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Different Beatitudes may be considered on either side of this statement. For example, some may question how easy / difficult to suffer any persecution whether for justice or anything else. Whereas comfort for those who mourn can be argued to be a more normal part of life.</p> <p>Some may consider the Beatitudes as a whole and argue that while they seem to be encouraging challenging ideals they also represent a move from the more negative sounding commandments of the Old Testament to a more positive approach to morality.</p>	12	<p>Given the time limitations candidates may need to limit their responses to a few Beatitudes in order to develop their arguments. Credit should be given for any supported responses.</p>
		<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>SPaG 3</p>	

Question		Answer	Mark	Guidance
2	(a)	<p>What is Eastertide?</p> <p>Responses might include:</p> <p>The liturgical period between Easter Sunday and Pentecost.</p> <p>1 mark for response.</p>	1	
	(b)	<p>What events are remembered on:</p> <p>i) Holy Thursday</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Last supper • Washing feet • Garden of Gethsemane • Betrayal by Judas <p>ii) Good Friday?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The trial of Jesus • The carrying of the Cross • The Crucifixion • Jesus is stabbed in the side and taken down from the cross • Jesus' is placed in Joseph's tomb. <p>1 mark for each Response</p>	2	

	(c)	<p>Name 3 places of religious pilgrimage where Roman Catholics might go.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Lourdes • Walsingham • Rome • Jerusalem • Knock • Bethlehem <p>1 mark for each Response</p>	3	
	(d)	<p>Explain why Holy Thursday is important to Roman Catholics?</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> The gathering of the disciples for Passover The institution of the Eucharist The instruction to 'eat my body and drink my blood' The washing of the feet as an example of humility 	6	Placing of holy oils

	(e)	<p>‘Christianity would have died out if it were not for Pentecost.’</p> <p>Discuss this statement. You should include different, supported points of view. You must refer to Roman Catholicism in your answer</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>They may begin by describing Pentecost as the birthday of the Church and as such an essential part of foundation of the Church. They may point to the gifts of the Spirit (capital letter for a proper noun) which were witnessed on that day and assess the extent to which they were important in spreading the good news throughout the Roman Empire and beyond.</p> <p>Others may argue that the sentiment expressed in the question questions the omnipotence of God and that while he chose this way of ‘kick starting’ the Christian Church he could have decided to found his Church in another way.</p> <p>The statement may allow candidates to explore which things they think were important on Pentecost day and assess their importance or otherwise to the beginnings of the Church. All supported views should be credited.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p>Name one source of authority for Protestant Christians.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The Queen • The Archbishop of Canterbury • The Bible <p>1 mark for response.</p>	1	<p>General synod. Conscience</p> <p>Priest, vicar, minister, elders (because they are sources of authority within protestant traditions outside of the Church of England)</p>
	(b)	<p>Give two examples of similarities in the organisation of the Roman Catholic and Orthodox Churches.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Both carry on their work through Priests and Bishops • Both have diocese • Both meet in Synods • Clerical celebacy <p>1 mark for each response.</p>	2	

	(c)	<p>Describe one difference in belief between Roman Catholic and Protestant Christians.</p> <p>Responses might include:</p> <ul style="list-style-type: none">• Roman Catholics believe that the Eucharist is the true body and blood of Jesus Christ (transubstantiation).• Some Protestant Churches believe in consubstantiation.• Catholics believe all authority comes from the descendants of St. Peter through the papacy. <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	
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	(d)	<p>Explain why there are different denominations within Christianity.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some may point to disagreements in theology and our understanding of who Jesus was have gone on since the earliest days of Christianity. The influence of the greek church on the Jewish converts to Christianity was seen in the earliest Church Councils.</p> <p>Others may explain the great schism between the Eastern and Western Church which produced various version of Orthodox Christianity.</p> <p>Some may be more familiar with the 16th Century splits and the effects of the Council of Trent. They may discuss the problems scholars such as Luther, Calvin and Knox had with the roman Catholic Church.</p> <p>Others may focus more specifically on the Church of England and the influence King Henry VIII had on these events.</p>	6	
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	(e)	<p>‘The divisions within Christianity make it stronger not weaker.’</p> <p>Discuss this statement. You should include different, supported points of view. You must refer to Roman Catholicism in your answer</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>This questions allows for candidates to discuss whether or not the existence of so many denominations within Christianity could be considered a good thing. Ecumenism began because it was believed that different churches all claiming to have the ‘truth’ about the Christian message was undermining the process of conversion in different countries. Those who think that the divisions make Christianity weaker, may disagree with this position and argue that becoming one Church again should be the priority for all Christians.</p> <p>Alternatively some may say that the divisions were arguably caused by the Christian message being a more complex set of teachings than can be contained within one Church and that the different interpretations expressed by different churches do in fact open up Jesus’ message to a much wider range of people. They may explore the idea that different Christian churches can support the needs of different believers more effectively than one Church writing rules which cannot govern every believer from so many different cultures.</p>	12	
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	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG 3	
	Total	51	

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