

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B584**: Christian Scriptures 2 (Luke)

Mark Scheme for June 2012

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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.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	No benefit of doubt given
	Correct point
	Incorrect point
	Unclear
	Accurate language
	Attempts evaluation
	Development
	Irrelevant, a significant amount of material that does not answer the question
	Too vague

Subject-specific Marking Instructions**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 (d) question

<p>Level 3 5–6</p>	<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
<p>Level 2 3–4</p>	<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
<p>Level 1 1–2</p>	<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
<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

<p>Level 4 10–12</p>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <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 <p>Few, if any errors in spelling, grammar and punctuation</p>	<p>Level 2 4–6</p>	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <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 <p>There may be errors in spelling, grammar and punctuation</p>
<p>Level 3 7–9</p>	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <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 <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p>Level 1 1–3</p>	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <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 <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Marks	Guidance
1	(a)	<p>Response might be:</p> <ul style="list-style-type: none"> • Jericho <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A Priest • A Levite. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • Love the Lord your God with all your heart • and with all your soul and with all your strength and with all your mind, • and love your neighbour as yourself. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may offer explanation of some of the following:</p> <p>The Priest and Levite were religious men but they appeared to show no sympathy or compassion for the man and left him to perhaps die by the roadside. Samaritans were considered by Jews to be impure because although they followed the same religion, they were of mixed race. Jews were prejudiced towards and discriminated against Samaritans. Yet in the story the Samaritan took pity on the man, saw to his wounds and took him to an inn to be cared for. The least expected person had helped the man. The Law said 'Love your neighbour'. For Christians this should mean universal love without prejudice.</p> <p>Candidates might possibly (but not essentially) explain the relevance of the expert in the law asking about eternal life.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Answers might be an evaluation of the importance to Christians of the concept and nature of eternal life.</p> <p>Some might consider that the whole point of religious faith is the promise of life after death as expressed in the teachings and resurrection of Jesus.</p> <p>However, the difficulties inherent in coming to terms with the idea of living a life of religious obedience, to be judged by God, to achieve eternal life might also be explored.</p> <p>Some candidates might argue that the Kingdom of God is seen by some Christians to be the fulfilment of a good Christian life on earth rather than ideas of Heaven.</p> <p>Another view might be that Christians should focus on their life and actions on earth and not consider implausible ideas, especially as the proof of eternal life is all a matter of faith rather than fact.</p>	12	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include one from:</p> <ul style="list-style-type: none"> • two copper coins • a mite • all she had. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Rich people • putting in gifts • giving more (a lot of) money. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • I tell you the truth, he said, this poor widow has put in more than all the others. • She put in all she had to live on. • All these people gave their gifts out of their wealth; • But she gave out of her poverty, put in all she had to live on. <p>A statement 1 mark, with development 2 marks, and exemplification/amplification 3 marks.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might select one or more of the teachings from Luke's gospel on which to base their answer.</p> <p>Candidates might explain that in the incident of the Widow's offering the teaching for Christians is not about giving what could be afforded but sacrificing everything for God.</p> <p>In other examples from Luke's gospel eg parables such as The Rich Fool and the Rich Ruler the teaching is not about having wealth on earth but in ensuring that a person's life is rich towards God. The teachings warn against greed and putting love of wealth before the chance of eternal life ('treasure in heaven').</p> <p>Jesus warned that 'it is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God'.</p> <p>Using wealth in the right way is important for Christians. The rich man in the story of The Rich Man and Lazarus went to Hell because he did not help the poor.</p>	6	

Question		Answer	Marks	Guidance
	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Some of the reasons given as evidence to support the statement might be examples of the intense focus on materialism and consumerism in society. Some might argue about the need to provide for a family or different levels of poverty etc. There might be comment on the lack of concern for religious teaching in an increasingly secular society.</p> <p>However, counter arguments might be that the teaching is just as effective and necessary today as it was in Jesus' time and that the human failing of love of wealth and greed is the same in any society and the teachings are universal and eternal. Examples might be given of people who have followed the teachings.</p>	12	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include one from:</p> <ul style="list-style-type: none"> • Bethlehem • City of David. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • She wrapped him in cloths • and placed him in a manger. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include, in quotation or paraphrase, three from:</p> <ul style="list-style-type: none"> • Do not be afraid, • I bring you good news of great joy • that will be for all people • Today in the town of David a Saviour has been born • he is Christ the Lord • You will find a baby, wrapped in cloths, lying in a manger. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might explain that Christmas is the celebration of the birth of Jesus and it is an important festival, as it celebrates the birth of Jesus as God incarnate; fulfilment of Old Testament prophecies, evidence of Jesus as Messiah, the virgin birth, Son of God.</p> <p>For some Christians, the role of Mary is emphasised and exalted. The birth in the manger and the visit of the shepherds in Luke's account place important emphasis on humble beginnings and the universal nature of Jesus as Saviour.</p> <p>Some Christians do discount the importance of the birth stories and if candidates explain this it should be rewarded.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Arguments in support of the statement might offer opinion and evidence that celebrating the birth of Jesus is inextricably linked with Christian belief eg Jesus was born as God incarnate and that those who do not share this belief should not celebrate the festival.</p> <p>Another view might be that the celebration of the birth has universal appeal as a celebration of love and unity and this, for a lot of people, overrides particular religious belief.</p> <p>Some might argue that the celebration (Christmas) is marked by a secular/school holiday, at least in Britain.</p> <p>Some candidates might focus their arguments on whether different world religions should celebrate one another's special occasions.</p>	12	
	Total	48	

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