

**Religious Studies**

Advanced GCE

Unit **G584**: New Testament

**Mark Scheme for June 2013**

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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**

Annotation	Meaning
	Level 1 – to be used at the end of each part of the response in the margin
	Level 2 – to be used at the end of each part of the response in the margin
	Level 3 – to be used at the end of each part of the response in the margin
	Level 4 – to be used at the end of each part of the response in the margin
	Level 5 – to be used at the end of each part of the response in the margin
	Highlighting a section of the response that is irrelevant to the awarding of the mark
	Point has been seen and noted eg where part of an answer is at the end of the script

**Subject-specific Marking Instructions****Handling of unexpected answers**

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

## A2 Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

- AO1:** Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- AO2:** Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives. In A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which ‘must contribute to the assessment of Religious Studies at AS and A level’.

**Positive awarding:** it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates' answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

**Key Skill of Communication:** this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

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Synoptic skills and the ability to make connections: these are now assessed at A2 as specification, due to the removal of the Connections papers.

**Levels of Response:** the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question	Indicative content	Marks	Guidance
1	<p><b>AO1</b> Candidates might consider the evidence and scholarly consensus on the dating of Matthew, probably between 70-85CE and the tradition that he might have been the Tax Collector called to follow Jesus. Candidates may also outline the arguments on the debate about Antioch or Palestinian setting.</p> <p>One of the purposes that might be explored is that Matthew wrote his gospel as a Christian response to Jamnia as argued by W.D. Davies.</p> <p>Candidates might discuss literary style, ancient worldview, Old Testament motifs, intended audience, particular areas of interest and communities.</p> <p><b>AO2</b> In analysing the issues candidates might discuss to what extent Matthew is critical of the Jews and their synagogues and in his presentation of the Pharisees reflects the tensions between Jews and Christians and thus contributes to the debate about Jewish Law.</p>	35	<p>Discuss the issues concerning the authorship and purpose of Matthew's Gospel.</p> <p>Candidates may make reference to Matthew's relationship to the gospel of Mark and the use of Mark as a source for this gospel.</p> <p>Candidates may also discuss whether Matthew's audience is Jewish Christian or Gentile Christian.</p> <p>There does not need to be a balance between discussion on authorship and discussion on purpose but candidates do need to address both fully for the highest marks.</p> <p>Candidates would gain higher marks if they have a breadth of understanding and draw on the full range of set texts.</p>

Question	Indicative content	Marks	Guidance
2	<p><b>AO1</b> Candidates are likely to select prescribed texts from the gospels which show that Jesus' view of salvation was inclusive and revolutionary. Parables of inclusion/exclusion, parables and teachings on judgement/the Gentiles/the lost such as:</p> <p>Healing miracles for lepers, the blind and the deaf/cripples and Gentiles.</p> <p>Praise for the poor and hungry and those who weep (as in the Beatitudes).</p> <p>Teachings on forgiveness for sinners in both parables and miracles.</p> <p>Judgement for those who ignore the commandments/the nation of Israel/the Pharisees and teachers of the Law/the rich.</p> <p><b>AO2</b> The assessment as to how revolutionary Jesus' teaching on salvation actually was might include comparison with standard Old Testament views and those of contemporary Judaism.</p> <p>The Jewish/Pharisaic view of impurity and of outcasts and sinners who were beyond salvation included the poor and the sick foreigners and Gentiles as well as those who lacked piety and righteousness and were corrupt.</p> <p>However, for example, the Judgement of Nations (Matthew 25) indicates a radical reversal of standard expectations. The parables about wealth and the eschatological teachings are all firmly rooted in Jesus' Jewish context.</p>	35	<p>'Jesus' teachings on who belongs to the Kingdom of God were completely different from the Judaism of his time.' Discuss.</p> <p>Exemplification with quotes from the prescribed text would enhance an answer.</p> <p>Candidates may discuss the different interpretations of the Kingdom of God but this needs to be in reference to and answering the question for it to fully credit worthy.</p>

Question	Indicative content	Marks	Guidance
3	<p><b>AO1</b> There is a lot of information on this topic from well-known scholars and in the prescribed texts in Mark. Candidates are likely to be selective in order to construct their answer to focus on the argument.</p> <p>Answers might show understanding of the complexity and ambiguity of Jewish messianic expectation and Old Testament fulfilment.</p> <p>The main focus will be on interpretation of demonstrations of Jesus' authority and status through the demonstration of his power in the miracles in Mark 1–8 as evidence of his fulfilment of the role of Messiah.</p> <p><b>AO2</b> Candidates might evaluate how effectively the gospel writer portrays Jesus as Messiah and the ambiguities that arise, with evidence from the texts.</p> <p>Candidates might assess to what extent Mark uses the stories of the miracles as vehicles for instruction and exhortation. Also they might consider whether he is following a tradition already established by the early church to use the miracle stories to show that Jesus is the Messiah.</p> <p>Answers might analyse possible redaction and the purposes of the gospel writers/early church in a post resurrection era.</p> <p>Some candidates might assess to what extent the evangelist was bridging the gap between Jewish expectation and his own belief.</p> <p>Some might consider whether there is evidence in the gospels that Jesus believed himself to be the Messiah and this is what the gospel writer recorded.</p>	35	<p>Critically examine how Mark used the miracles to show his audience that Jesus was the Messiah.</p> <p>Some candidates may discuss who Mark's audience is and what their expectations of being a Messiah are. ie Warrior battling against demons, messianic banquet link to last supper etc.</p>



Question	Indicative content	Marks	Guidance
4	<p><b>AO1</b> Candidates are likely to explain that the theme of preparation for judgement is strong in the parables in Matthew 25.</p> <p>The Old Testament references are explicit. The Ten Bridesmaids – ‘the coming of the bridegroom’ (second coming of Christ) – the unprepared are left behind. In the Talents, the judgement of the third servant seems harsh but his inaction is rewarded with punishment. In the Judgement of Nations – ‘the Son of Man will sit on the throne of glory’ – develops the type of action required for responsible discipleship and reward.</p> <p>In Luke 15–16 the parables of the ‘lost’ demonstrate the concept of forgiveness for sinners and emphasise the joy in bringing the sinners to the Kingdom. These teachings would have been a challenge to Jewish ideas of God and judgement, especially in the depiction of the ‘loving father’ in the parable of The Prodigal and his brother. The father stands watching for his son, like a shepherd, filled with compassion.</p> <p><b>AO2</b> The critical comparison is likely to be that the parables in Matthew develop the theology of judgement by God from its Old Testament roots to a more Christian understanding. Also some answers might comment on the delay of the Parousia as Matthew’s motivation for carrying through the theme of being ever ready for the arrival of the Kingdom.</p> <p>Compared to Luke where the development is more obvious in the parables of the lost which are considered by commentators to show a Christian understanding of God’s forgiveness of the son which makes restoration possible.</p>	35	<p>Critically compare the parables on judgement in Matthew 25 with the parables on forgiveness in Luke 15–16.</p> <p>To make a full critical comparison candidates need to make reference to the parables in Luke 16 (Dishonest Manager and the Rich man and Lazarus) to show the judgmental aspects to Luke which is a contrast to Luke 15.</p>

## APPENDIX 1 A2 LEVELS OF RESPONSE

Level	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question <ul style="list-style-type: none"> <li>little relevant material</li> <li>some concepts inaccurate</li> <li>shows little knowledge of technical terms</li> </ul> <i>L1</i>	1–3	very little argument or justification of viewpoint <ul style="list-style-type: none"> <li>little or no successful analysis</li> <li>views asserted with no justification</li> </ul> <i>L1</i>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6–9	A basic attempt to address the question <ul style="list-style-type: none"> <li>knowledge limited and partially accurate</li> <li>limited understanding</li> <li>might address the general topic rather than the question directly</li> <li>selection often inappropriate</li> <li>limited use of technical terms</li> </ul> <i>L2</i>	4–6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> <li>some analysis, but not successful</li> <li>views asserted but little justification</li> </ul> <i>L2</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	10–13	satisfactory attempt to address the question <ul style="list-style-type: none"> <li>some accurate knowledge</li> <li>appropriate understanding</li> <li>some successful selection of material</li> <li>some accurate use of technical terms</li> </ul> <i>L3</i>	7–8	the argument is sustained and justified <ul style="list-style-type: none"> <li>some successful analysis which may be implicit</li> <li>views asserted but not fully justified</li> </ul> <i>L3</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	14–17	a good attempt to address the question <ul style="list-style-type: none"> <li>accurate knowledge</li> <li>good understanding</li> <li>good selection of material</li> <li>technical terms mostly accurate</li> </ul> <i>L4</i>	9–11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> <li>some successful and clear analysis</li> <li>some effective use of evidence</li> <li>views analysed and developed</li> </ul> <i>L4</i>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	18–21	A very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> <li>very high level of ability to select and deploy relevant information</li> <li>accurate use of technical terms</li> </ul> <i>L5</i>	12–14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically <ul style="list-style-type: none"> <li>comprehends the demands of the question</li> <li>uses a range of evidence</li> <li>shows understanding and critical analysis of different viewpoints</li> </ul> <i>L5</i>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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