

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

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

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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1. Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

2. 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, 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, 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.

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.

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/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"> • The word of God. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include in quotation or paraphrase:</p> <ul style="list-style-type: none"> • It was trampled on • and the birds of the air ate it up. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • it withered from lack of moisture • the thorns grew up and choked it • it yielded a crop 100 times more than sown. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates are likely to show an understanding of Jesus' own explanation of the parable and the reference to the Kingdom of God.</p> <p>The relevance to Christians today might be explained using an analogy or direct comparison with modern day circumstances.</p> <p>The different circumstances of the seeds might be reflected in similar conditions today eg the seed on the path is similar to people whose beliefs are shallow. Jesus' explanation is that the devil comes and takes the word away and the relevance of this might be explained.</p> <p>Similarly analogies or modern circumstances/attitudes might be used as examples in the case of the rock, the thorns and the good soil and Jesus' explanation related to life experiences today.</p> <p>The seeds, which fall on the good soil, might be compared to Christians who, by the example of their lives, show their belief and impress/convert others or those who go out purposefully with a mission to evangelise.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The discussion might focus only on the parable of the Sower or on other examples of parables studied.</p> <p>Candidates are likely to assess which parables are easy to understand and which parables illuminate an issue because the subject matter is interesting or intriguing. Some may argue that people remember teachings better if they are illustrated by a story.</p> <p>In presenting an alternative point of view, responses might discuss parables which are based on First Century Palestine customs, agricultural practices and occupations and evaluate arguments about whether this makes the parables confusing for a modern day reader.</p> <p>Some candidates might point to the fact that the disciples had not understood the parable of the Sower and Jesus had to explain it. Or, Luke had to explain it for his readers. Or, on some occasions, Jesus deliberately used parables to hide his message as in his comment in the Sower 'though hearing they may not understand.'</p> <p>Some responses might compare the effectiveness of direct teaching to that of parables, giving examples.</p> <p>The candidate's personal response might be based upon consideration of arguments and evidence, including Christian views and/or their own observations or convictions supported with reasons.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	


Question		Answer	Marks	Guidance
2	(a)	<p>Response might include, in quotation or paraphrase, from:</p> <ul style="list-style-type: none"> • He asked him to come and heal his servant • The Centurion's servant was sick and might die. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • Because he loves our nation/people • and has built our synagogue. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • Lord, do not trouble yourself for I do not deserve to have you come under my roof • I do not even consider myself worthy to come to you • Just say the word and my servant will be healed • For I myself am a man with soldiers and servants under my authority who do as I command. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The story is significant because the Roman centurion was a good man who respected Judaism and had built a synagogue. The Roman had heard about Jesus and had faith that he could cure his servant. The centurion is also notable because he values his servant.</p> <p>All these qualities are a good example for Christians and yet the man goes even further, he sends a message that he is not worthy to meet Jesus and that he knows that Jesus has just to command the cure. The centurion recognises that Jesus has immense authority and power and he has total faith that Jesus can save his dying servant.</p> <p>The message of the story was the same for Jesus' followers as it is for Christians today, when Jesus' own people doubted him, the centurion showed 'greater faith than all Israel.'</p> <p>The story is an important one because Christians might reflect on it and attempt to have the same depth of faith as the centurion eg in times of need or sickness their faith should be unwavering; healing today is still possible. A further lesson that some candidates might comment on is that Christians should also not judge the faith of others because they are not of the same race or religion.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might approach the answer in a variety of ways.</p> <p>Responses might refer to the teaching and actions of Jesus that show that he treated all believers equally, whatever their status or race. eg Zacchaeus, the Syro-Phonecian woman, the Centurion, the outcasts and the sick.</p> <p>In attempting a balance of views, some responses might discuss what it means to be equal.</p> <p>In religions like Christianity, there is a matter of religious office, some might have more authority than others eg in the church there are positions of leadership. However, as human beings, as religious believers and in the sight of God, it is taught that all are equal.</p> <p>Some might discuss equality between men and women and the differing views in Christianity about eg the ordination of women, women's role in the church and/or the role of men and women in the family.</p> <p>Some might discuss equality between believers in Christianity and other religions.</p> <p>The candidate's personal response might be based upon consideration of arguments and evidence, including Christian views and/or their own observations or convictions supported with reasons.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question	Answer	Marks	Guidance
3 (a)	<p>Response might be one from:</p> <ul style="list-style-type: none"> • He was a beggar (covered in sores) • He lay at the rich man's gate • He longed to eat the scraps that fell from the rich man's table • Even the dogs came and licked his sores. <p>1 mark for response.</p>	1	
(b)	<p>Responses might include, in quotation or paraphrase:</p> <p>(i)</p> <ul style="list-style-type: none"> • Angels carried him to Abraham's side • He went to Heaven. <p>(ii)</p> <ul style="list-style-type: none"> • He went to Hell/was in torment • He saw Abraham far away with Lazarus at his side. <p>1 mark for each response.</p>	2	
(c)	<p>Responses might include three in quotation or paraphrase, from:</p> <ul style="list-style-type: none"> • He called for Abraham to send Lazarus to him • to dip his finger in water and cool the rich man's tongue • To send Lazarus to warn his five brothers • so they will not come to this place of torment. • If someone from the dead goes to them they will repent <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>In the parable, the fortunes of the two are reversed in the future life.</p> <p>Christians might understand from the parable that the rich man realises too late that he should have helped Lazarus and led a different life. He hopes to warn his brothers but Abraham refuses and tells him that they should take notice of the teachings of the Law and the prophets.</p> <p>The important point made in the parable is about the misuse of wealth, it is not wrong for the rich man to be wealthy but wrong for him to be oblivious to those in need. The careless rich man has ignored the teachings of his religion and his brothers are doing the same. Candidates may make comments on religious teaching on reward and punishment in the after life.</p> <p>Candidates might show in their answer that Christians should not ignore suffering. There are people suffering (like Lazarus) in the world, including Britain, who would benefit from even a small portion of the wealth/food that better off people/nations have.</p> <p>Some candidates might refer to other teachings eg love your neighbour and Jesus' compassion for the poor and outcast and comment on or give examples of what a Christian's attitude/actions should be.</p> <p>Some candidates might comment on the end of the parable where Abraham predicts that those who ignore the scriptures will also ignore the warning even if someone should rise from the dead.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Some Candidates might argue that the two are compatible and that a kind attitude towards others is part of all religious teaching and give examples.</p> <p>The most common argument in support of the statement is likely to be that you don't have to be religious/Christian to be a good person and to help others. Some candidates might give examples or refer to instances of charity work and good deeds that have no religious foundation.</p> <p>However, many people who are caring and compassionate towards others will also be religious. Christian teachings and those of other religions stress the importance of compassion and caring for others as part of religious duty.</p> <p>Some responses might express views about the need for effective action to do good eg. a kind heart is an admirable quality but it is possible to have a kind heart/sympathy for others and take no action. In the case of a religious believer it can be religion which provides the motive for active service/ generosity to others.</p> <p>The candidate's personal response might be based upon consideration of arguments and evidence, including Christian views and/or their own observations or convictions supported with reasons.</p>	12	
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OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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