

**GCSE**

**Religious Studies A (World Religion(s))**

Unit **B583**: Christian Sculptures 1 (Mark)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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

The following annotations are available on SCORIS:

Annotation	Meaning
	Blank Page – this annotation <b>must</b> 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.
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	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, 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**

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

<b>Level 3</b> <b>5-6</b>	<p>A <b>good</b> answer to the question.</p> <p>Candidates will demonstrate a clear understanding of the question.</p> <ol style="list-style-type: none"> <li>1. A fairly complete and full description/explanation/analysis</li> <li>2. A comprehensive account of the range/depth of relevant material.</li> <li>3. The information will be presented in a structured format</li> <li>4. There will be significant, appropriate and correct use of specialist terms.</li> <li>5. There will be few if any errors in spelling, grammar and punctuation</li> </ol>
<b>Level 2</b> <b>3-4</b>	<p>A <b>satisfactory</b> answer to the question.</p> <p>Candidates will demonstrate some understanding of the question.</p> <ol style="list-style-type: none"> <li>6. Information will be relevant but may lack specific detail</li> <li>7. There will be some description/explanation/analysis although this may not be fully developed</li> <li>8. The information will be presented for the most part in a structured format</li> <li>9. Some use of specialist terms, although these may not always be used appropriately</li> <li>10. There may be errors in spelling, grammar and punctuation</li> </ol>
<b>Level 1</b> <b>1-2</b>	<p>A <b>weak</b> attempt to answer the question.</p> <p>Candidates will demonstrate little understanding of the question.</p> <ol style="list-style-type: none"> <li>11. A small amount of relevant information may be included</li> <li>12. Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>13. There will be little or no use of specialist terms</li> <li>14. Answers may be ambiguous or disorganised</li> <li>15. Errors of grammar, punctuation and spelling may be intrusive</li> </ol>
<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>

## AO2 part (e) question

<p><b>Level 4</b> <b>10-12</b></p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <p>16. Answers will reflect the significance of the issue(s) raised</p> <p>17. Clear evidence of an appropriate personal response, fully supported</p> <p>18. A range of points of view supported by justified arguments/discussion</p> <p>19. The information will be presented in a clear and organised way</p> <p>20. Clear reference to the religion studied</p> <p>21. Specialist terms will be used appropriately and correctly</p> <p>Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4-6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <p>22. Some information will be relevant, although may lack specific detail.</p> <p>23. Only one view might be offered and developed</p> <p>24. Viewpoints might be stated and supported with limited argument/discussion</p> <p>25. The information will show some organisation</p> <p>26. Reference to the religion studied may be vague</p> <p>27. Some use of specialist terms, although these may not always be used appropriately</p> <p>There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7-9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <p>28. Selection of relevant material with appropriate development</p> <p>29. Evidence of appropriate personal response</p> <p>30. Justified arguments/different points of view supported by some discussion</p> <p>31. The information will be presented in a structured format</p> <p>32. Some appropriate reference to the religion studied</p> <p>33. Specialist terms will be used appropriately and for the most part correctly</p> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1-3</b></p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <p>34. Answers may be simplistic with little or no relevant information</p> <p>35. Viewpoints may not be supported or appropriate</p> <p>36. Answers may be ambiguous or disorganised</p> <p>37. There will be little or no use of specialist terms</p> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>

## MARK SCHEME

Question	Answer	Mark	Guidance
1a	Response might include: <ul style="list-style-type: none"> <li>• The Pharisees</li> <li>• The teachers of the Law</li> <li>• Scribes</li> <li>• Jewish leaders</li> </ul> 1 mark for response.	1	
1b	Responses might include in quotation or paraphrase: <ul style="list-style-type: none"> <li>• They were not living according to the tradition of the elders</li> <li>• They were eating food with defiled/unwashed hands</li> </ul> 1 mark for each response.	2	
1c	Responses might include, in quotation or paraphrase: <ul style="list-style-type: none"> <li>• 'What comes out of a man is what makes him unclean</li> <li>• From within, out of men's hearts</li> <li>• come evil thoughts...</li> <li>• sexual immorality, theft, murder, adultery, greed, malice, deceit, lewdness, envy slander, arrogance and folly.</li> <li>• All these evils come from inside and make a man unclean.'</li> </ul> Marks will be awarded for any combination of points, development and exemplification.	3	

Question	Answer	Mark	Guidance
1d	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might explain that Jesus called the Pharisees hypocrites because they worshipped God only with their lips, not with their hearts. They put rules made by men before true worship of God.</p> <p>He said the Pharisees set aside (disobeyed) the commands of God in order to observe their own man-made traditions. To illustrate his point Jesus made reference to the custom/tradition of 'Corban' and said that this was used to disobey the commandment, 'Honour your father and mother.'</p> <p>People excused themselves from helping their parents by saying that once they had given their gift(s) to God 'Corban', they had nothing left with which to help their parents.</p> <p>He told the Pharisees that they were going against the word of God with the traditions they had handed down and they did many things like that.</p>	6	

Question	Answer	Mark	Guidance
1e	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Responses might consider that Jesus' criticism of the Pharisees, is a criticism that could be applied today to some of the rules in various branches of Christianity (and in other religions). Rules about attending church; not allowing contraception, sexual behaviour, divorce, dress, attitudes towards wealth might, to some, appear to have nothing to do with the bigger picture of loving one another. Perhaps for some people the real message of a religion appears to be lost behind too many of these rules and they form a negative picture of religion.</p> <p>Some candidates might consider that too much emphasis on rules or on self-discipline in religion gives out the wrong message.</p> <p>Another view might be that that rules are important, they ensure that people behave according to beliefs and principles and live in a strong, harmonious community where others are respected. Also people who are not Christians (or do not follow a religion) confuse beliefs and principles with rules.</p> <p>The universal value of a set of rules such as the Commandments about duty/love for God and duty/love towards one another means that they are not rules in the petty sense but ever present principles that Christians (and followers of other religions) are inspired to fulfil.</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	

Question	Answer	Mark	Guidance
2a	<ul style="list-style-type: none"> <li>• They brought spices to anoint Jesus' body</li> <li>• To carry out burial rites</li> </ul> <p>1 mark for response.</p>	<b>1</b>	
2b	<p>(i)</p> <ul style="list-style-type: none"> <li>• 'Who will roll the stone away from the entrance to the tomb?'</li> </ul> <p>(ii)</p> <ul style="list-style-type: none"> <li>• A young man dressed in a white robe</li> </ul> <p>1 mark for each response.</p>	<b>2</b>	
2c	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> <li>• 'Don't be alarmed.</li> <li>• You are looking for Jesus the Nazarene who was crucified.</li> <li>• He has risen! He is not here.</li> <li>• See the place where they laid him.</li> <li>• Go, tell his disciples and Peter.</li> <li>• He is going ahead of you into Galilee</li> <li>• There you will see him just as he told you.'</li> </ul> <p>1 mark for each response.</p>	<b>3</b>	

Question	Answer	Mark	Guidance
2d	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might approach the answer in different ways. Each approach, if developed, is valid in itself, or candidates may offer a combination of points.</p> <p>As proof of the resurrection, a physical picture of the empty tomb is given. and the young man dressed in white, who was possibly an angel, showed them the empty tomb. This emphasises that it was a supernatural event.</p> <p>The message given confirms that Jesus predicted his resurrection to the disciples and he wishes them to see him again, including Peter, who is pointedly mentioned by name (singling him out even though he denied Jesus).</p> <p>The account confirms for Christians the belief that Jesus was the Messiah and fulfilled prophecy. Candidates might explain the meaning of the Resurrection and it's importance in Christian belief.</p> <p>In view of the tradition of the resurrection happening on Easter Sunday, the timing is important. The women were going to anoint Jesus' body because his burial (Friday) might have been the beginning of the Sabbath and they would not have been allowed to handle dead bodies or embalm him during the Sabbath.</p> <p>The text is significant in Mark: the account is very brief, It is often referred to as 'the shorter ending of Mark'. It may be an unfinished ending to the gospel because Mark belonged to a community that was being persecuted. The final verse shows the women running away from the scene, trembling and frightened and the last line says 'they said nothing to anyone'. This raises issues about what happened next and whether this version is complete.</p> <p>Some candidates might comment that women were often seen as unreliable witnesses and this account is evidence of the importance of the women disciples.</p>	6	

Question	Answer	Mark	Guidance
2e	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Christian festivals all have spiritual and historical meaning and they give a structure to the Christian year. Festivals are important as worship, family celebrations and for teaching about the life of Jesus and the founding of the Church.</p> <p>Candidates might evaluate that some festivals are more important than others but all have significance. If there was to be only ONE festival then worship and the Christian year would lose some of its more enjoyable aspects. Examples of this are likely to be the loss of Christmas or Easter.</p> <p>Also, there might be practical difficulties within the different branches of Christianity as to which would be the most suitable time of year for only one festival. Also in a country like Britain, public holidays are linked with certain Christian festivals so there might have to be changes.</p> <p>On the other hand, one festival might be considered to be a solution to the over-commercialisation of Christmas and Easter. It might then be a sincere, purely Christian celebration. Other arguments might consider further advantages, such as greater anticipation and enjoyment of one festival; less interference with daily life for the rest of the year. The separation of religion and public holidays might be welcome to people who are not Christian.</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	

Question	Answer	Mark	Guidance
3a	<ul style="list-style-type: none"> <li>• She was possessed by a demon</li> </ul> <p>1 mark for response.</p>	1	
3b	<p>Responses might include:</p> <p>To show;</p> <ul style="list-style-type: none"> <li>• she was a gentile / she was not Jewish</li> <li>• she was not entitled to help from Jesus</li> <li>• although she was a gentile, she had faith</li> <li>• Jesus was prepared to help everyone</li> </ul> <p>1 mark for each response.</p>	2	
3c	<p>Responses might include in quotation or paraphrase:</p> <p>Jesus' first response to the woman was:</p> <ul style="list-style-type: none"> <li>• 'First let the children eat all they want</li> <li>• because it is not right to take the children's bread</li> <li>• and give it to the dogs.'</li> </ul> <p>After the woman's reply, he said:</p> <ul style="list-style-type: none"> <li>• For such a reply...the demon has left your daughter</li> </ul> <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
3d	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>This is an important story for Christians today because Christians might follow the example of Jesus and put the teaching from the story into practice.</p> <p>When Jesus replied to the woman's request to heal her daughter, the woman indicated that she recognised Jesus was referring to the Jews as having priority over others as the chosen ones of God. He was asking her if she considered herself as worthy as the Jews to receive his help.</p> <p>The woman's reply (that 'even the dogs under the table eat the children's crumbs') showed that she recognised that all people had an equal right to God's mercy and help and that God's love was universal.</p> <p>The woman's faith in God's ultimate mercy for all humankind is an important teaching for Christians because Jesus' question to the woman challenged her faith: her reply pleased him and he healed her daughter. Jesus went against the traditions and prejudices of the Jews to help the woman, who was a gentile. The miracle also shows Jesus' power to heal from a distance.</p> <p>Sometimes Christians might be tempted to discriminate as to who is deserving of God's help, particularly if people are not Christians, or, appear to have no faith. This story is an important teaching about the all-encompassing nature of God's love and forgiveness.</p>	6	

Question	Answer	Mark	Guidance
3e	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Answers might concentrate on the story of the Syro-Phoenician woman, or, other examples from the text of Mark's gospel that candidates have studied.</p> <p>The Syro-Phoenician woman and other texts e.g. on miracles and exorcisms or Jesus' conflict with the authorities might be used as evidence to demonstrate that Jesus deliberately challenged the teachers of the Law, the Pharisees and the traditions of his time. Brief examples might be given, as evidence of the significance of Jesus' actions and teachings, in the context of the religion of his day.</p> <p>Candidates might assess how the authorities might have viewed Jesus' ministry and why they might have considered him rebellious and even dangerous.</p> <p>The evaluation might focus on the danger Jesus was in as the religious (and Roman) authorities plotted against him and manipulated events to achieve his arrest and death.</p> <p>However, a balanced view might be that Jesus' purpose was to rebel and challenge the religious views of his time and bring/restore the real value of God's universal love and forgiveness. To ultimately offer his life as a sacrifice for the redemption and salvation of others. This was the foundation of Christianity.</p> <p>It might be concluded that Jesus was a rebel and it caused his death but that this was also his purpose.</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	

### Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. 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:
- i. 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.
  - ii. 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.
  - iii. 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

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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