

GCSE

Religious Studies A (World Religion(s))

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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



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.

2. 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.

3. 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

<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

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

AO2 part (e) question

Level 4 10-12	<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>	Level 2 4-6	<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>
Level 3 7-9	<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>	Level 1 1-3	<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>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p style="text-align: center;">The Parable of the Lost Sheep</p> <p>What was the Pharisees' complaint against Jesus on this occasion?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • That he ate with sinners • That he welcomed sinners. <p>One mark for response.</p>	1	
	(b)	<p>Name two other groups of people who were present.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sinners • Tax collectors. • Teachers of the Law <p>One mark for each response.</p>	2	
	(c)	<p>State three things which happen in the parable of the lost sheep.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The shepherd leaves the 99 other sheep • The shepherd searches for the lost sheep • The shepherd joyfully brought back the lost sheep on his shoulder • The shepherd calls to friends and neighbours to rejoice <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain why Jesus' teaching about saving those who are lost is important to Christians.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>This parable relates to Jesus' concern for those who are outcasts and of the importance of bringing them into the Kingdom of God.</p> <p>This relates also to the assumed importance of the Pharisees and Teachers of the Law as Righteous/Separated/Pure compared to "sinners". These groups may have considered "sinners" to be less worthy of God's care because they did not observe Jewish religious laws.</p> <p>The parable fits the context of the parable of the Lost Son and the unforgiving brother who did not show compassion or empathy towards him.</p> <p>Some candidates may write about Jesus' message about the importance of repentance and humility for those who are welcomed into the Kingdom of God.</p> <p>The issue of God's compassion and concern for all people regardless of their perceived status will probably be featured in many answers.</p> <p>Some consider Jesus' message of the unconditional nature of God's love</p>	6	
(e)	<p>'Everyone deserves salvation.'</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In Luke's Gospel, Jesus seems to be prepared to have dealings with anybody and does not speak about judging people or condemning them. In the parable of the lost sheep Jesus tells us that God is concerned about everyone and not just the righteous. In fact the story tells us that God is more concerned about the lost than anyone else. It seems as if everyone deserves salvation. Even the worst sinners are going to find a place in the kingdom of God. So everyone deserves salvation according to Luke.</p>	12	

Question	Answer	Mark	Guidance
	<p>How can this be? Surely some people have lived such dreadful lives that they deserve to be punished and lose the love of God. In other parts of the Bible Jesus speaks about judgment and this is a very important idea in Christianity. Some people will not deserve salvation and will instead deserve punishment and separation from God.</p> <p>I think some people live such bad lives that they can't ever be forgiven for the sins they have committed. Those people don't deserve salvation. God is just and it would be unjust if everyone ended up in heaven no matter what they had done.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p>The cost of being a disciple</p> <p>Who was with Jesus at the beginning of this incident?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Great multitudes • A large crowd / number of people <p>One mark for response</p>	1	
	(b)	<p>Give two demands that Jesus made of his disciples in this account.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> ▪ You must hate/reject your relatives. ▪ Take up your cross ▪ Give up your possessions. <p>One mark for each response.</p>	2	
	(c)	<p>State what happens in Jesus' story of the king.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The king was at war against a rival king • 10,000 soldiers compared to 20,000 soldiers (accept: the enemy king had a much larger force) • He forms a delegation and asks for peace <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain how Christians today might respond to this story.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following in their answers:</p> <p>Christians need to realise they must devote themselves completely to be a true disciple. If taken literally, give up normal life and all relationships in order to follow Jesus. The story of the king also suggests that Christians should be aware of the level of commitment demanded by Jesus before taking on the role of disciple. This might make Christians consider the teaching to be out of date because it is impossible to do that today. Leaving a job and family to become wandering a preacher is just not possible in 21st century society. Society has changed and it would be irresponsible. They might consider that it contradicts much of Jesus' other teaching that they should love one another. They might take the view that Luke is just using Jesus' words to show that being a disciple is no easy thing but the words don't need to be taken literally. It's all about getting the right priorities in life. Focus on serving Jesus and putting him first before anybody /anything else but don't neglect other things completely.</p>	6	
(e)	<p>'Jesus expected too much of his disciples.' Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In this passage, Jesus seems to require that a disciple will have no attachment to anything apart from him and his message. He seems to expect a level of devotion that means that his disciples had to give everything up for him. If Jesus is the Son of God and God himself then this should not be a problem because he would not ask it if it was not a good thing to do. He was prepared to give everything for the gospel and in the end he did lose everything for it. People like Peter didn't manage to do that and betrayed him and felt dreadful afterwards because they knew that they should have</p>	12	

Question	Answer	Mark	Guidance
	<p>been loyal and steadfast. Jesus' message needed full devotion to him and by laying down his own life he showed that he was worthy of it. Later on of course, several of his disciples did give up everything for him including their lives.</p> <p>On the other hand, there have been plenty of people who have secured the devotion of others even though they really didn't deserve it because their message was been false, evil, or had evil consequences. Hitler is a very obvious example but some people have been devoted to false religious figures. Devotion to someone can be wrong and perhaps no one should expect what Jesus expected anyway. It does seem extreme.</p> <p>I think the words of Jesus refer to what he had to do during his life. He needed people to work with him without distraction but Luke has included this story in his gospel because it emphasises that being a follower of Jesus will not be easy and that other things should not get in the way. If you think about the whole Christian message of loving God and one's neighbour, Jesus would not want his disciples to be cruel and to hate their parents but they might go against them if necessary to be a good disciple. I think leaders like Jesus can expect to be respected but should not expect the devotion this passage suggests.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p>The man with Leprosy</p> <p>What did the man ask Jesus in this passage?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • To make him clean • To cure him/ to heal him <p>One mark for response.</p>	1	
	(b)	<p>State two of Jesus' actions in this story.</p> <p>Response might include:</p> <ul style="list-style-type: none"> • He stretched out his hand to him • He touched him • He cured him • Told him 'I am willing .. be clean' <p>One mark for each response.</p>	2	
	(c)	<p>What three things did Jesus tell the man to do?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Show yourself to a priest • Make an offering / follow the laws of Moses • Tell no-one else <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain how this story supports Luke's view that Jesus that treated all people as equals.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Luke aims to present Jesus as willing to have dealings with anyone, including people such as lepers who were considered unclean and who should have been avoided by righteous people. Luke includes parables Jesus told which show his concern for all people. The Good Samaritan is a prime example as the hated enemy is actually the neighbour. He also treated women equally. Luke wants us to understand that Jesus was interested in everyone. This is called the theme of universalism in the gospel. In this story, Jesus treats an outcast of society in the same way as he would anyone else. In fact he takes a risk by touching the leper which shows he did not consider him to be a second rate person. So this story of how Jesus treats the leper supports the Luke's view about Jesus treating all people as equals.</p>	6	
(e)	<p>Christians today should not bother about the outcasts of society.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Society is different today from society at the time of Jesus. Social security and equality legislation means that no one needs to worry about outcasts because they are naturally included and in fact should not exist. We have come a long way and now Christians can concentrate on the much more important message of the gospel of salvation and eternal life rather than social concerns. The command is to 'Go into all the world and preach the Gospel', not worry about the outcasts of society. Luke has got things out of perspective.</p> <p>On the other hand, whilst ensuring that people hear the message of salvation is important, the bible says a great deal about caring for others. Christians have always been concerned with the less fortunate and outcasts, perhaps not always as much as they should but the care of the weak, the sick and the poor has been a major concern</p>	12	

Question	Answer	Mark	Guidance
	<p>of Christian organisations for centuries. This is what being a Christian is really about. Luke is right and his message and the message of Jesus that everyone matters is really relevant today where many people are treated unfairly. No one deserves to be excluded from the Kingdom of God.</p> <p>I think Christians should bother about outcasts. They should set everyone else a good example. They should follow the example of Jesus in Luke's Gospel and care for everyone and most of all for those who none else cares about. That is how we will create a better society.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
	Total	51	

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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