

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

General Certificate of Secondary Education **B584**

Christian Scriptures 2 (Luke)

## **Mark Scheme for June 2010**

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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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## INSTRUCTIONS TO EXAMINERS

### 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

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

## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1–3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive.</li> </ul>
Level 2 4–6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation.</li> </ul>
Level 3 7–9	A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation.</li> </ul>
Level 4 10–12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation.</li> </ul>

Question	Answer	Mark	Rationale/Additional Guidance
Answer any <b>TWO</b> questions, you must answer <b>all</b> parts ( <u>a–e</u> ) of the questions you choose.			
1	<p><b>Women: The Resurrection.</b></p> <p><b>On the first day of the week, very early in the morning, the women took the spices they had prepared and went to the tomb. (Luke 24:1)</b></p>		
	<p><b>(a) What was the first thing the women discovered when they arrived at the tomb?</b></p> <p>The stone had been rolled away.</p> <p>1 mark for response.</p>	<b>[1]</b>	
	<p><b>(b) Describe the appearance of the men in the tomb and the women's reaction to them.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The men gleamed like lightning (dazzling/shining).</li> <li>• The women were frightened (bowed their head to the ground).</li> </ul> <p>1 mark for each response.</p>	<b>[2]</b>	
	<p><b>(c) What did the men tell the women about Jesus?</b></p> <p><b>The men's words, quoted or paraphrased. (Luke 24:6–7)</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Why do you look for the living among the dead?</li> <li>• He is not here; he has risen.</li> <li>• Remember how he told you while he was with you in Galilee</li> <li>• The Son of Man must be crucified and on the third day be raised.</li> </ul> <p>A statement 1 mark, with development 2 marks, with amplification 3 marks.</p>	<b>[3]</b>	

Question	Answer	Mark	Rationale/Additional Guidance
(d)	<p><b>Explain the reactions of the disciples when the women told them what had happened at the tomb.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• Candidates might explain that the women came back from the tomb and told all these things to the Eleven (disciples) and to all the others. But they did not believe the women and dismissed their words as nonsense. Peter went to the tomb, saw the linen strips and wondered to himself what had happened.</li> <li>• The women were not believed because women's testimony/word was considered inferior to men. The women were not considered reliable witnesses – and yet they were chosen to be the first to know about the resurrection.</li> <li>• None of the disciples had understood or remembered Jesus' prediction about the resurrection, including Peter.</li> </ul>	<b>[6]</b>	
(e)	<p><b>'In Luke's gospel women are better disciples than men.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• Answers might focus on the resurrection story and/or use other texts to evaluate the nature and importance of women as shown in Luke. In the resurrection story the women have an important role. They appear to be the first chosen to discover the risen Christ and carry the message to the disciples, who disbelieve.</li> <li>• The stories in Luke may emphasise the writer's special interest in depicting women to be worthy disciples.</li> </ul>		

Question	Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• However, in both cases, they lack understanding of the resurrection, the women are frightened and the disciples disbelieve.</li> <li>• Similar arguments might be made about other events in Luke (eg the story of Martha and Mary, the sinful woman who anoints Jesus, the women at the crucifixion) and the actions and attitudes of women might be compared/contrasted with the attitudes and actions of the men disciples.</li> <li>• A personal viewpoint might, with reasons, support any one view or consider a balance of views.</li> </ul>	<b>[12]</b>	
	<b>Total</b>	<b>[24]</b>	

Question	Answer	Mark	Rationale/Additional Guidance
2	<p><b>The Kingdom of God.</b></p> <p>Then the master told his servant, ‘Go out to the roads and country lanes and make them come in, so that my house will be full. I tell you not one of those men who were invited will get a taste of my banquet.’ (Luke 14:23–24)</p>		
(a)	<p><b>What is the name of this parable?</b></p> <ul style="list-style-type: none"> <li>• The Great Banquet/Feast/Dinner/Supper, (or other version).</li> </ul> <p>1 mark for response.</p>	<b>[1]</b>	
(b)	<p><b>What kind of people replaced those who had originally been invited to the feast?</b></p> <p>Any suitable paraphrase of:</p> <ul style="list-style-type: none"> <li>• The poor and the crippled.</li> <li>• The blind and the lame.</li> <li>• Social outcasts</li> </ul> <p>1 mark for each response.</p>	<b>[2]</b>	
(c)	<p><b>State the three excuses that were given by those who said they could not attend the feast.</b></p> <p>Candidates might quote or use paraphrase to describe three from the following:</p> <ul style="list-style-type: none"> <li>• I have just bought a field (and must go and see it).</li> <li>• I have just bought five yoke of oxen/animals (to try out).</li> <li>• I have just got married (and can't come).</li> </ul> <p>1 mark for each response.</p>	<b>[3]</b>	

Question	Answer	Mark	Rationale/Additional Guidance
(d)	<p><b>Explain why parables about the Kingdom of God are important teachings for Christians.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• Answers might focus on explaining parable(s) as important teachings about the universal nature of the Kingdom of God but also warnings about judgement and punishment. Also they are important because they demonstrate reward for those who show willingness to accept the teachings and prepare for the Kingdom.</li> <li>• Some answers might explain, with examples, the picture/story created in the parable(s) and how Christians might relate to the everyday situations and Illustrations. So the idea/concept of the Kingdom is easier to understand through parable(s).</li> </ul> <p>1 mark for each response.</p>	<b>[6]</b>	
(e)	<p><b>‘According to Luke’s gospel, only poor people go to Heaven.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• Candidates might support the statement from the point of view that the poor and oppressed are a special interest in Luke’s gospel and are seen amongst the most deserving by Jesus.</li> <li>• It might be argued, that it is because they are deserving in contrast to the rich and selfish, not merely because they are poor, that characters like Lazarus and those invited to the banquet are rewarded.</li> </ul>		

Question	Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• However, Luke was also concerned about the plight of all outcasts and sinners and they were not necessarily all poor, some were rich. The emphasis is on universal forgiveness for all who seek it (eg Zacchaeus, The Lost Son, the sinful woman) not just the poor.</li> <li>• Some candidates might express viewpoints about what Christian attitudes to this statement might be today.</li> <li>• A personal viewpoint might, with reasons, support any one view or consider a balance of views.</li> </ul>	<b>[12]</b>	
	<b>Total</b>	<b>[24]</b>	

Question	Answer	Mark	Rationale/Additional Guidance
3	<p><b>The Boy Jesus at the Temple.</b></p> <p><b>‘Why were you searching for me?’ he asked. ‘Didn’t you know I had to be in my Father’s house?’ (Luke 2:49)</b></p>		
(a)	<p>Who is the ‘Father’ mentioned in Jesus’ words?</p> <ul style="list-style-type: none"> <li>• God/The Almighty.</li> </ul> <p>1 mark for response.</p>	[1]	
(b)	<p><b>Why was Jesus lost on this occasion?</b></p> <ul style="list-style-type: none"> <li>• His parents had left Jerusalem after the Feast of Passover.</li> <li>• Jesus had stayed behind in Jerusalem.</li> </ul> <p>1 mark for each response.</p>	[2]	
(c)	<p><b>What was Jesus doing in the Temple Courts when he was found by his parents?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sitting among the teachers.</li> <li>• Listening to them, asking them questions.</li> <li>• He was amazing people with his answers.</li> </ul> <p>A statement 1 mark, with development 2 marks, with amplification 3 marks.</p>	[3]	

Question	Answer	Mark	Rationale/Additional Guidance
(d)	<p><b>Explain why this is an important story about Jesus.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• The boy Jesus at the Temple is the only story of Jesus as a young person. Jesus was found amongst the learned religious leaders, holding his own with the teachers in questions and discussion – showing ability in religion at an early age, which amazed them.</li> <li>• It is also an important story because there is emphasis on Jesus' statement 'in my Father's house' which might be proof of Jesus as Son of God.</li> <li>• Jesus is 12 years old which might correspond with historical events or the bar mitzvah of a Jewish boy.</li> <li>• Also evident is his parents' lack of understanding of who he is.</li> </ul>	<b>[6]</b>	
(e)	<p><b>'Stories of Jesus as a child have no relevance for Christians today.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• The story of Jesus as a boy at the Temple might be significant because the age 12 is the age of Bar Mitzvah/confirmation/first communion or an age when young people begin to take responsibility for some of their actions. Points of relevance might be Jesus' interest in his religion, his maturity, his obedience to his parents etc.</li> </ul>		

Question	Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• Some candidates might refer to other stories e.g. the birth stories /presentation in the Temple and their relevance to Christians.</li> <li>• If other events are referred to the relevance might be in the celebration/festival involved or proof of Jesus as Son of God.</li> <li>• Arguments in support of the statement might point out the relative unimportance of the few stories of Jesus as a child compared with his ministry/crucifixion/resurrection. Or, that the differences in culture and values today, as compared with Jesus time, and other influences on (young) Christians today make stories of Jesus as a child less relevant.</li> <li>• A personal viewpoint might, with reasons, support any one view or consider a balance of views.</li> </ul>	[12]	
	<b>Total</b>	<b>[24]</b>	

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