

Religious Studies

Advanced GCE **G574**

New Testament

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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AS 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.

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 Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

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.

Practical application of the Marking Scheme

General administrative information and instructions are issued separately by OCR.

Apart from preliminary marking for standardisation purposes, which must be carried out in pencil, the first marking of a script should be in red ink. There should be a clear indication on every page that it has been read by the examiner, and the total mark for the question must be ringed and written in the margin at the end of the script; at A2 the two sub-marks for the AOs must be written here as well. Half-marks may not be used.

To avoid giving the impression of point-marking, ticks should not be used within an answer. Examiners should not write detailed comments on scripts; the marks awarded make the assigned Levels of Response completely explicit.

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.

Levels of Response: the descriptions are cumulative, i.e. 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.

AS LEVELS OF RESPONSE – G571-G579

Band	Mark /25	AO1	Mark /10	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"> • little relevant material • some concepts inaccurate • shows little knowledge of technical terms <p style="text-align: right;"><i>a.c.i.q</i></p>	1-2	very little argument or justification of viewpoint <ul style="list-style-type: none"> • little or no successful analysis • views asserted with no justification <p style="text-align: right;"><i>v lit arg</i></p>
Communication: often unclear or disorganised; can be difficult to understand; Spelling, punctuation and grammar may be inadequate				
2	6-10	a basic attempt to address the question <ul style="list-style-type: none"> • knowledge limited and partially accurate • limited understanding • selection often inappropriate • might address the general topic rather than the question directly • limited use of technical terms <p style="text-align: right;"><i>b att</i></p>	3-4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> • some analysis, but not successful • views asserted with little justification <p style="text-align: right;"><i>b att</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	11-15	satisfactory attempt to address the question <ul style="list-style-type: none"> • some accurate knowledge • appropriate understanding • some successful selection of material • some accurate use of technical terms <p style="text-align: right;"><i>sat att</i></p>	5-6	the argument is sustained and justified <ul style="list-style-type: none"> • some successful analysis which may be implicit • views asserted but not fully justified <p style="text-align: right;"><i>sust / just</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	16-20	a good attempt to address the question <ul style="list-style-type: none"> • accurate knowledge • good understanding • good selection of material • technical terms mostly accurate <p style="text-align: right;"><i>g att</i></p>	7-8	a good attempt to sustain an argument <ul style="list-style-type: none"> • some effective use of evidence • some successful and clear analysis • considers more than one view point <p style="text-align: right;"><i>g att</i></p>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	21-25	a very good / excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> • very high level of ability to select and deploy relevant information • accurate use of technical terms <p style="text-align: right;"><i>vg/e att</i></p>	9-10	A very good / excellent attempt to sustain an argument <ul style="list-style-type: none"> • comprehends the demands of the question • uses a range of evidence • shows understanding and critical analysis of different viewpoints <p style="text-align: right;"><i>vg/e att</i></p>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

- 1 (a) **Explain why Jesus' cleansing of the temple was a significant event.** [25]

Mark 11:15-19 Jesus Cleanses the Temple. Candidates might answer this question by selecting and explaining some, but not necessarily all, of the many theories on the meaning of this passage.

Answers might explain the significance of the event in terms of Jesus' anger at the money-changers and those who sold doves and the violence of his actions in driving them out of the temple. There might be some explanation of the way the Court of the Gentiles was used and Jesus' criticism in his teaching in verse 17, directed at the priests and the merchants 'you have made it a den of robbers'.

Jesus' complaint that the authorities prevented the temple from being 'a house of prayer for all nations' was an attack on the misuse of the sacrificial system to extract money from worshippers. It also increased the antagonism of his enemies, the chief priests and scribes who were afraid of him. Some candidates might explain that some commentators interpret the incident as an attack not just on the priests but also on the whole nation.

Some might explain the event as significant in terms of a demonstration of Jesus' identity/ authority and status. There are also theories about the event being a prophecy pointing towards the destruction and replacement of the temple. Mark's purpose in his reporting of the event might be examined.

- 1 (b) **'The cleansing of the temple was the act that led to the arrest of Jesus.'** Discuss. [10]

Evaluation might be that on the evidence of Mark 11:18-19 the chief priests and scribes had become afraid of Jesus and looked for ways to kill him and his actions in the Temple, in front of crowds at Passover, were the motivation behind his arrest.

Other views might be that the incident in the Temple is presented in Mark as the culmination of Jesus' opposition to the religious authorities and one more example of the conflict between them. However, the religious and political climate in Jerusalem and first century Palestine was also a factor in Jesus' arrest and subsequent death.

Some candidates might evaluate all human action as constructs of divine destiny/ God's plan.

- 2 (a) **Explain the different roles of Jews and Romans in the trial of Jesus.** [25]

Mark 14:52-65 Jesus before the Council. Mark 15:1-5 Jesus before Pilate.

Candidates are likely to describe and explain the significant features of the two trials and the connection between them.

Not all details of each event are necessary but the participants, their questions and actions and Jesus' replies should be accurate in each case.

Some might explain the change from a religious charge 'Are you the Messiah, Son of God?' in the Jewish trial to the political "Are you the King of the Jews?" by Pilate. Also, the reasons for both a Jewish and Roman trial might be explained.

The differences in the treatment of Jesus by the High Priest and the Council and by Pilate might be examined and the participation of the chief priests and scribes in stirring up the crowd in the Barabbas scene.

- 2 (b) **'In his account of the trial of Jesus, Mark judges the Jews too harshly.'**
Discuss.

[10]

Evaluation of the evidence from the set texts that Mark's writing shows bias against the Jews in his accounts of the trials.

Arguments in support of the statement might use evidence and argument about Mark's editorial purpose in writing his gospel and the various claims about anti-Semitism in his passion narrative.

Mark's depiction of Pilate as weak and relatively blameless may not be accurate; other sources, e.g. Josephus depict Pilate differently. The theories about the illegality of the Jewish trial are inconclusive. There is no historical evidence for the custom of freeing a prisoner at Passover or the crowd scene.

However, the Jews appear to be the main motivators behind Jesus' arrest and persecution. In the gospel all of Jesus' criticism is directed against the Jewish religious authorities and not the Romans. The Jewish proceedings against Jesus are suspect etc.

Some candidates might argue as to how much historical accuracy there is in Mark's account of either trial. Some might argue that both Jews and Romans are playing their part in God's plan.

- 3 (a) **Explain how the story of Jesus' appearance on the road to Emmaus shows Luke's understanding of the resurrection.**

[25]

Luke 24:13-35 On the Road to Emmaus.

Answers are likely to include the main details of the account with an explanation of how they might help to reach an understanding of the resurrection. On discovering, through the narrative, how the men on the road come to recognise Jesus the reader learns something of Luke's theology of the resurrection.

The linguistic style is dramatic irony, Jesus walks beside the two men but they are kept from recognising him – they are not allowed to recognise him at this stage – but the reader knows it is Jesus. There is a possible suggestion of an altered bodily state. There is a double irony in the fact that the disciples are unaware that they are talking to Jesus about himself.

Jesus is described as a great prophet killed by the Chief priests and rulers and this is followed by a summary of what happened at the tomb on the third day. Jesus rebukes them because they have not understood the resurrection and explains to them the meaning of the prophecy of suffering and resurrection in the scriptures – which he has already fulfilled.

The disciples recognise Jesus at the breaking of the bread, a direct link is made with the Last Supper and the Eucharist. Some candidates might comment on the phrase 'Then their eyes were opened' as the men being brought to the point of recognition.

Some candidates might comment that the passage ends with a kerygmatic statement of a resurrection appearance – to Simon (Peter).

3 (b) 'For Luke, faith in the resurrection was more important than fact.' Discuss. [10]

Answers might focus on the extent of any artificiality in the particular story in (a) or be, in more general terms, about the resurrection stories in Luke.

Some might comment that this story does not appear elsewhere in the gospels and the dramatic narrative device of this and other stories might detract from it/them appearing to be a true account. Luke's motive in the resurrection story or stories seems to be to inspire faith in the resurrection by linking it with the fulfilment of prophecy from Scripture and, in the case of Emmaus, to reinforce the Eucharistic ritual in the community.

However, Luke's account(s) emphasises that the resurrection was a real physical event and there is a link in verse 34 of the Emmaus story with the list of eyewitness accounts of the resurrection in 1 Corinthians. There is also the relationship to the kerygma, what is Christianity based on if the stories of the resurrection are not historical fact?

4 (a) Explain the relationship between Q and the Synoptic Gospels. [25]

Candidates might explain the nature of Q and the evidence for it, according to source criticism. Q, from the German for source, is used to explain the common material found in Matthew and Luke which is so close in terms of language, order and theology that it must come from a common, lost, literary source.

Answers might explain the two-document hypothesis as the solution to the synoptic problem, incorporating the priority of Mark. Evidence from text might be used to illustrate agreements in Matthew and Luke proving a common source, which doesn't involve Mark.

Also the arguments for and against the existence of Q might be explained.

4 (b) 'Arguing about the sources of the Gospels is pointless.' Discuss. [10]

Candidates might offer argument and opinion both for and against the statement in order to come to a balanced conclusion that analysis of source material can inform and enrich a study of the gospels.

Some might argue that it is necessary to have an explanation as to why there are three different gospels relating the life of Jesus, using similar material in different order, style and language. Also there is a necessary quest for the historical truth on which a faith document is based.

However, the arguments and evidence for the various source hypotheses are inconclusive and scholars have different views. Large numbers of Christians read and believe in the gospels without knowing anything about source criticism.

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