

GCE

Religious Studies

Unit **G584**: New Testament

Advanced GCE

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

Annotation	Meaning
	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.
	Level 1 – to be used at the end of each part of the response in the margin
	Level 2 – to be used at the end of each part of the response in the margin
	Level 3 – to be used at the end of each part of the response in the margin
	Level 4 – to be used at the end of each part of the response in the margin
	Level 5 – to be used at the end of each part of the response in the margin
	Highlighting a section of the response that is irrelevant to the awarding of the mark
	Point has been seen and noted eg where part of an answer is at the end of the script

Subject-specific marking instructions

Handling of unexpected answers

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

A2 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.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

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 A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which 'must contribute to the assessment of Religious Studies at AS and A level'.

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.

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.

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Synoptic skills and the ability to make connections: these are now assessed at A2 as specification, due to the removal of the Connections papers.

Levels of Response: the descriptions are cumulative, ie 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

Question	Indicative Content	Mark	Guidance
1	<p>AO1 Candidates are most likely to look at miracles individually and draw out the range of Christological messages. They might chose to work through chronologically or thematically.</p> <p>Candidates may argue that the miracles show Jesus to be prophet because of links and parallels of the healing of the leper, raising of Jairus' daughter and the feeding of the 5000 with the miracles of Elijah and Elisha. The boy with the unclean spirit calls Jesus 'holy one of God' and this is thought to be a prophetic rather than messianic title.</p> <p>Jesus as Messiah could be seen in the healing of Legion, where he battles Satan and a host of demons; hosting the messianic banquet at the feeding of the 5000 and in fulfilling Isaiah 35, most directly in the healing of the blind and deaf man.</p> <p>Some may wish to show the gospel writers some Jesus to be God, or God-like. God, like Jesus, stills a storm in the Psalms and Job; Jesus is accused of blasphemy in the healing of the paralytic ('Who can forgive sins apart from God alone?') and in raising the dead. Some may point out links in these stories to other titles e.g. Nathan the prophet forgave David's sins.</p> <p>Son of God links may be found most clearly in the exorcism of Legion; Jesus is called 'Son of the Most High God'. Candidates may discuss Mark's motives and the significance of a gentile uttering these words.</p> <p>Candidates may explore the Son of Man and general notions of 'authority' too.</p>	35	Candidates may use miracles from any gospel but are most likely to focus on the miracles in the set texts in Mark.

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	<p>Candidates may wish to show their knowledge first-century miracle workers such as Honi and Hanina Ben Dosa might be used to show how miracles were viewed at the time of Jesus.</p> <p>AO2 Candidates may wish to highlight the ambiguity of the miracles and show how they do not have one clear Christological message. They may wish to explain reasons for this lack of clarity.</p> <p>Candidates might consider the view that for the people of Jesus' time, the miracles proved nothing other than that 'he was on intimate terms with God or on intimate terms with the devil' (E. P. Sanders). Faith in his power to heal was not an issue, however, nor was it proof of divine identity/Kingdom of God etc.</p> <p>Some responses might assess other aspects of Jesus' ministry as comparable or more important in showing the true identity of Jesus. For example, candidates may highlight the clarity of the Christology of the Passion Narrative or the parables or the Sermon on the Mount.</p> <p>It would be legitimate for candidates to distinguish between the value of the miracles for Jesus' audience and the 'writers of the gospels'.</p>		
2	<p>AO1</p> <p>Candidates may choose to work through the Sermon on the Mount chronologically or thematically drawing out the ethical teaching found therein, assessing its ethical value and content as they go along.</p> <p>They may look at the Beatitudes and discuss whether these are ethical rules or eschatological blessings.</p>	35	

Question	Indicative Content	Mark	Guidance
	<p>Candidates may look at Jesus' attitude to the Law, 'not and iota or dot shall pass from the Law', as a prelude to a consideration of the Antitheses. They might work through all of them or select a few for an in depth discussion. They are likely discuss their relationship to the Law and make inferences about their ethical teaching. Some may refer to Theissen's work who sees Perfection and Imitatio Dei, differentiation, reciprocity and eschatological reward as key ethical principles underpinning the antitheses.</p> <p>Candidates may also look at the role of love in the Sermon, the Golden Rule and other specific teachings in the latter parts of the Sermon.</p> <p>Answers will probably show an awareness of the diverse views and debate on Matthew's stylised composition of the Sermon</p> <p>AO2 The evaluation might be based on an assessment of the intrinsic importance to the gospel of these three chapters in Matthew and involve critical discussion of the theological implications of the teachings and the possibility, or, impossibility of following these commands. Some may assess whether these teachings are actually ethical in character. It would be legitimate for candidates to challenge the authorship of the Sermon.</p> <p>Views on the Sermon as an eschatological interim ethic might be analysed as to whether or not they are helpful to an understanding of Jesus' teaching.</p> <p>It is likely that the major focus of the essay will be on the Sermon on the Mount and its importance. However, some responses might address the issue of whether the Sermon is more important than any other text. This might involve</p>		

Question	Indicative Content	Mark	Guidance
	<p>consideration of other teachings/parables and evaluation of the comparative, or, complementary importance of other aspects of Jesus' teaching ministry. For example, candidates could argue that the Sermon gives little teaching on Love and other passages such as the Double Command in Mark 12 are much more significant.</p>		
3	<p>AO1 Candidates are likely to explain what the delay in the Parousia' meant, in terms of Jewish apocalyptic and eschatological expectation about the Kingdom of God at the time of Jesus.</p> <p>Candidates are likely to explain evidence for the delay of the Parousia and ways in which Luke deals with the problem.</p> <p>Candidates may refer to Conzelmann's work and his claim that Luke was deeply troubled by the delay of the Parousia. They are likely to explain his notion of Salvation History and how Luke, divides history into three distinct periods in order to push the Parousia to the distant future. They may look at the work of contemporary scholars who modify or reject Conzelmann's scheme.</p> <p>Other strategies Luke may have employed include: a rejection of future eschatology in favour of a realised or inaugurated eschatology (e.g. Luke 17:22); the introduction of individual rather than corporate salvation – seen in the Rich Man and Lazarus; the emphasis on the Holy Spirit as almost a substitute for the Parousia; prayer and worship creating structures and support for the interim and the notion that salvation was possible before the Parousia – see the Lost parables in Luke 15</p>	35	

Question	Indicative Content	Mark	Guidance
	<p>AO2 Scholars' views and other theories on whether there was / was not a delay in the Parousia might be evaluated.</p> <p>The evaluation might explore, with evidence from the text, whether the key realised eschatological sayings in Luke are a successful way of dealing with the problem.</p> <p>On the other hand, the ambiguities both in Luke's own eschatological outlook and in scholars' interpretation of it might be discussed. There appears to be confusion as to when the Kingdom might be realised. There are many futuristic sayings and there is no certainty that Luke replaces the future element of the Kingdom with a realised eschatology.</p> <p>Some candidates might argue that the delay in the Parousia was more a concern of the early church and it concerned the gospel writers, including Luke, to a lesser extent. What might appear to be confused teaching in the gospel could be explained as the product of redactors attempting to impose a timescale on the Kingdom or revise Jesus' sayings.</p> <p>Some may debate the possibility of assessing whether Luke 'successfully' addresses the delay of the Parousia.</p>		
4	<p>AO1</p> <p>Candidates might discuss the various criteria that scholars have established to ascertain which parts, if any, of the gospels show the authentic Jesus.</p> <p>Such criteria as multiple attestation, embarrassment, discontinuity, coherence, Jesus' rejection, cultural and religious environment, eye-witness accounts and vivid</p>	35	

Question	Indicative Content	Mark	Guidance
	<p>description might be explained and analysed with relevant examples from the text in the synoptic gospels.</p> <p>They may highlight and discuss obstacles to finding the Historical Jesus such as the genre of the gospels – Burridge’s view that they are a form of Graeco-Roman biography and not history books – the evangelists’ agendas and theology and issues such as the Easter Gulf i.e. the view of Jesus as the resurrected Lord warped their view of the historical figure.</p> <p>Other evidence in ancient historical sources might be commented upon in terms of its support, or contradiction of events in the gospel.</p> <p>AO2 Candidates might assess how useful some of the criteria suggested by scholars actually are in determining what can be known of the historical Jesus and establishing historical Jesus traditions.</p> <p>It might be concluded that none of the criteria are foolproof but they might be viewed as a loose framework for historical accuracy.</p> <p>Some may wish to look at E P Sanders’ quest for the historical Jesus and analyse and assess the importance of placing Jesus in his first-century Jewish world as the basis of historical reconstruction.</p> <p>Some analysis might be made of the gospels as ‘community forming’ literature written at different times for different audiences, each in their own way seeking to inspire and encourage their audience with their depiction of the person of Jesus, and to what extent this type of literature might be considered to contain historical evidence.</p>		

APPENDIX 1 A2 LEVELS OF RESPONSE

Level	Mark /21	AO1	Mark /14	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. <i>L1</i>	1–3	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification. <i>L1</i>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6–9	A basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding might address the general topic rather than the question directly selection often inappropriate limited use of technical terms. <i>L2</i>	4–6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted but little justification. <i>L2</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	10–13	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. <i>L3</i>	7–8	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. <i>L3</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	14–17	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. <i>L4</i>	9–11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> some successful and clear analysis some effective use of evidence views analysed and developed. <i>L4</i>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	18–21	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. <i>L5</i>	12–14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically <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. <i>L5</i>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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