

GCSE

Religious Studies A (World Religion(s))

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

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
BP	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.
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

<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/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

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

Question	Answer	Mark	Guidance
1a	<ul style="list-style-type: none"> • In one of the synagogues <p>1 mark for response</p>	1	
1b	<p>Responses might include in quotation or paraphrase:</p> <p>(i)</p> <ul style="list-style-type: none"> • Eighteen years <p>(ii)</p> <ul style="list-style-type: none"> • By a spirit of infirmity • She was bent over and could not straighten up <p>1 mark for each response.</p>	2	
1c	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • He called her forward; • said to her 'Woman you are set free from your infirmity'; • then he put his hands on her • Immediately, she straightened up • and praised God <p>Marks will be awarded for any combination of points, development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
d	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates are likely to show an understanding of Jesus' explanation for his actions.</p> <p>The synagogue ruler was indignant that Jesus had healed on the Sabbath.</p> <p>Jesus argued against the indignant man because he believed his opponents (including this synagogue leader) were hypocrites.</p> <p>He quoted the Sabbath ruling that an Ox could be taken to water even though there was a rule against work on the Sabbath. This was because the rules of the Sabbath allowed a person to act compassionately because of the needs of an animal. Jesus then compared what he had done in healing the woman to be an equally (if not more) compassionate act.</p> <p>He argued that the woman was 'a daughter of Abraham' who had been bound by Satan for eighteen years and deserved to be set free (healed) on the Sabbath.</p> <p>Jesus' answer to the criticism humiliated his opponents because he had shown that he was not in conflict with Sabbath rules but that the attitude of the synagogue ruler and others like him was against the true spirit of the Sabbath.</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>Answers are also likely to assess the importance of the emphasis in Luke on the poor and the oppressed and how this illustrates the emphasis in the gospel on Jesus' teaching about forgiveness and equality.</p> <p>Candidates might provide proof for their arguments for the statement by using examples such as the story of the crippled woman and other stories of the poor and oppressed (outcasts and sinners) which show Jesus going out of his way to acknowledge them and illustrate that they are worthy of compassion and forgiveness. In the case of the crippled woman, the woman does not ask to be healed; Jesus sees her and immediately has compassion for her state and heals her.</p> <p>There are many instances in the gospel where outcasts seek out Jesus and some candidates might use examples to show that the poor and oppressed recognised Jesus as Saviour and sought him out for healing and forgiveness when others did not: e.g. the leper; the paralysed man, the sick woman (secretly) and the sinful woman who anointed Jesus.</p> <p>A balanced view might also consider evidence of Jesus' concern for the salvation of others, who were not poor and oppressed. There are instances where Luke shows Jesus providing help and advice to the rich, as in the teaching to the rich young ruler and his warnings to the rich, in his parables. He recognised Zacchaeus' need for forgiveness and healed Jairus' daughter. He acknowledged and praised the faith of the centurion.</p> <p>A conclusion might be that Jesus' ministry, as shown in Luke's gospel, was for all who recognised him as Saviour.</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	Response might include: <ul style="list-style-type: none"> • In the courtyard of the High Priest's house • Outside the High Priest's house • Seated around a fire 1 mark for response.	1	
2b	Responses are, in quotation or paraphrase: <ul style="list-style-type: none"> • 'Before the cock crows today, • Three times.' 1 mark for each response.	2	
2c	Responses might include, in quotation or paraphrase: <ul style="list-style-type: none"> • 'If anyone comes to me and does not hate his father and mother, • his wife and children, • his brothers and sisters, • yes even his own life, (he cannot be my disciple) • anyone who does not carry his cross and follow me (cannot be my disciple). Marks will be awarded for any combination of points, development and exemplification.	3	

Question	Answer	Mark	Guidance
2d	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following</p> <p>When the servant girl directly challenged Peter, his courage failed him. Peter reacted by denying that he knew Jesus and again, twice more when challenged, he denied knowing Jesus. This showed that at this moment in time his discipleship wavered, he failed Jesus, he was too afraid for his own safety to stand up and acknowledge that he was a follower of Jesus. Also the fact that he does it three times emphasises his weakness.</p> <p>Peter recognised his own weakness as the cock crowed and he remembered Jesus' prediction. He immediately recognised and showed remorse for what he had done and wept.</p> <p>Some candidates might explain that previously Peter had boasted that he would die with Jesus. Up to this point, Peter had been a faithful disciple. He had not deserted Jesus at his arrest and had the courage to follow him at great risk to himself. He stayed in the courtyard some time, even though he too could have been arrested.</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>Being loyal to yourself means keeping to your beliefs and principles in any situation. This is not always an easy thing to do e.g. by betraying Jesus, Peter also betrayed himself.</p> <p>For a Christian, self-loyalty means keeping to Christian principles. Or, acknowledging that one is a Christian when pressured to do something, which would go against Christian beliefs or principles. Candidates might give examples of situation(s) where self-loyalty might be tested e.g. by peer pressure or by failing to speak out when something is wrong, or, by persecution.</p> <p>On the other hand, loyalty to others is an important principle and Christians value their relationship with others and see it as particularly important to e.g. support friends and show love and forgiveness to others.</p> <p>However, Christians should not compromise themselves by acting dishonestly or supporting wrong behaviour. Or, by offering blind loyalty. Loyalty is not simply a matter of giving in to pressure to support people or causes, regardless of whether they are right or wrong.</p> <p>It might be concluded that being loyal to oneself means that when a person holds strongly to their own beliefs and principles, they will act in the best interest of others and themselves.</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"> • one of the disciples <p>1 mark for response.</p>	1	
3b	<p>Responses might include, in quotation or paraphrase:</p> <ul style="list-style-type: none"> • Father • Hallowed be your name • Your kingdom come • Give us each day our daily bread • Forgive us our sins • As we forgive everyone • Who sins against us • And lead us not into temptation (NIV version) <p>1 mark for each response.</p>	2	Accept alternative Bible versions of Luke.
3c	<p>Responses might include, in quotation or paraphrase:</p> <p>(i)</p> <ul style="list-style-type: none"> • lend me three loaves of bread <p>(ii)</p> <ul style="list-style-type: none"> • don't bother me, the door is already locked, • my children are with me in bed, • I can't get up and give you anything <p>(iii)</p> <ul style="list-style-type: none"> • because of the man's boldness, he gets up • and gives him as much as he needs <p>1 mark for each response.</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>The teaching in the parable of The Friend at Midnight is about persistence in prayer.</p> <p>A man calls on his friend at an inconvenient time, midnight, when the house is locked and everyone has gone to bed .The reason for his request (to borrow three loaves) is not solely for himself but because another friend who is on a journey has called and he has nothing to give him.</p> <p>Although the friend at first resists the request, he is also persuaded that the man’s need is genuine. The fact that he has gone to the trouble to disturb him at an unearthly hour means that he needs help. So, because of his ‘boldness’ and because his motives are unselfish, his request will be granted. Jesus compares the friend’s response to the way God responds to prayer from believers. He will respond to the needs of his people if they ask but they too must persist in offering their prayers and be genuine in their belief that prayer will be answered.</p> <p>Jesus finishes the story with the instruction ‘Ask, seek, knock...and the door will be opened.’ God does answer prayers.</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>Candidates are likely to argue, that, on the face of it, prayers about personal matters should be done in private and kept to oneself. Examples might be given where people pray about personal matters such as sickness or unhappiness and other issues. A person might want to keep private matters such as confession of sin or asking God for forgiveness. There might be some embarrassment about praying about such matters, or, even praying at all so people prefer to do this in a private place.</p> <p>On the other hand, in Christian churches, public prayer includes matters that are personal such as forgiveness of sins and requests for strength. Time is given in communion services for quiet contemplation and confession. Congregations pray for sick people by name. So there is a personal element in all forms of prayer/worship. In some Christian churches there is the tradition of the Confessional where sins of all kinds are confessed to a priest and advice given.</p> <p>It might also be helpful for a person to pray about personal matters with a priest, church member or a friend(s) who shares the same beliefs. It might cause others to be concerned about the need for pastoral care and support for a parishioner who needs help or a sick person.</p> <p>A balanced view might be that praying in private has many benefits but, to some degree, the private/personal needs of people are recognised and also catered for in public worship or worship with others.</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 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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