

GCE

Religious Studies

Unit **G584**: New Testament

Advanced GCE

Mark Scheme for June 2015

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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 one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – 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, e.g. where part of an answer is at the end of the script.

NOTE: AO1 level must be used at the end of each part of the response in the margin, with the AO2 level used immediately below.

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.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa.

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	Answer	Mark	Guidance
1	<p>AO1 Candidates might approach this broad question in a number of ways. Discrimination is likely to occur through the pertinent selection of information from the texts studied.</p> <p>Parables selected for critical examination might be some of the following but not necessarily all:</p> <p>Mark 4 and 12:1-12: The Sower, A Lamp under a Bushel, The Growing Seed, The Mustard Seed, The Wicked Tenants.</p> <p>Matthew 25: The Ten Bridesmaids, The Talents and Judgement of Nations.</p> <p>Luke 15 -16: The Lost Sheep, The Lost Coin, The Prodigal and his Brother, The Dishonest Manager, The Rich Man and Lazarus.</p> <p>The main themes of the parables selected might be discussed in terms of Jesus' teaching on judgement and forgiveness, wealth and responsibility, inclusion and exclusion, the nature of religion.</p> <p>AO2 An evaluation of the message and purpose of Jesus' parables according to the gospel writers might include a critical comparison of the themes of forgiveness in Luke with those of judgement in Matthew and some of the issues that arise from this.</p> <p>Candidates might also engage in a critical evaluation of the similarities in Mark and Luke with regard to teachings about the Kingdom and the inclusion of gentiles/sinners.</p>	35	Candidates should avoid lengthy retelling of the parables.

Question	Answer	Mark	Guidance
	<p>Candidates might assess the ways in which the parables reflect the teaching of Jesus and/or the particular theological purpose of the authors of the different gospels.</p> <p>Some responses might examine the style of the evangelists' presentation of parables to suit their audience.</p>		
2	<p>AO1 Candidates are likely to explain some details about the authorship of Luke (and Acts) and the intended audience of the gospel. They might also explain some of the debate surrounding his possible connection with Paul and the view that he was a gentile Christian writing for a gentile audience.</p> <p>Answers might explain how Luke's gospel demonstrates Jesus' concerns about: forgiveness, the lost and sinners, inclusion/exclusion, wealth and responsibility. The emphasis in Luke is on non-Jews, women, outcasts and the marginalised. The focus is on an inclusive theology and in particular Luke's interest in salvation history.</p> <p>AO2 In a critical analysis of Luke's purpose, some candidates might argue that his aims are clearest in the specifically Lukan content of the gospel, which does not appear in Matthew and Mark. However, it might be argued that this does not mean that Luke's key themes are not also the authentic teachings of Jesus.</p> <p>Candidates might discuss the implications of writing a theological account of Jesus' life for a gentile audience. The parables in Luke emphasise the universal scope of salvation. There is distinct hostility to the Pharisees e.g. in the Prodigal Son and to the rich e.g. in The Rich Man and Lazarus.</p>	35	Candidates should mention both authorship and purpose.

Question	Answer	Mark	Guidance
	<p>It might be assessed that in Jesus' compassion for the marginalised, the lost and sinners, Luke demonstrates his own theological purpose; that salvation is available to all. Also, although the inclusion of the gentiles in the Kingdom was a Jewish Messianic expectation, it was a future expectation. The emphasis on gentiles in Luke might be more to do with the author's purpose than the intention of Jesus.</p>		
3	<p>AO1 Candidates are likely to concentrate on the parables in Luke 15 -16 and Matthew 25 because one of the specified themes for study of the parables is 'politics and the nature of religion'. However, the events in Mark 11: The Triumphal entry, The Temple, The Fig Tree, By Whose Authority? might equally be used as illustrations of Jesus attacking both the religious and political establishment of his day.</p> <p>Some aspects of the inter-relationship of political and religious authority in first-century Palestine might be explained.</p> <p>Candidates might outline some of the challenges apparent in the inclusiveness of the Luke 15 parables of the lost. Also, in Luke 16, where the parable of the Rich Man and Lazarus is told against the Pharisees 'who were lovers of money.'</p> <p>The three parables in Matthew 25 are often explained as warnings to the religious community to be prepared to face judgement and account for their acts.</p> <p>In Mark 11, Jesus acts overtly, in a manner that can be seen to defy and challenge the authorities.</p>	35	<p>Candidates might draw on any aspect of the A2 course; they might chose to focus on one or two issues or on broad themes. There is no expectation they will use AS material.</p>

Question	Answer	Mark	Guidance
	<p>AO2 Candidates might evaluate the texts they have selected in terms of whether Jesus engaged purposefully in the politics as well as the religion of his day. Also they might consider whether he did this explicitly, in his criticism and actions against the religious leaders, or, implicitly because of the close interrelationship between politics (in state or religion) and belief in Jewish life.</p> <p>Responses might also assess whether the purposes of the evangelists might have distorted the historical truth.</p>		
4	<p>AO1 The focus of the question is the interpretation of Jesus' teachings and parables in Matthew as a future eschatology. The views of Schweitzer and other supporters of this view might be given and candidates should be able to link these with evidence from the prescribed texts they have studied.</p> <p>Candidates are also likely to consider some of the complementary and contrasting scholarly debates on realised and inaugurated eschatology and supporting texts.</p> <p>Some reference might be made to evidence in the parables and teachings as to how judgement might occur and who will be judged.</p> <p>Candidates might discuss some of the realised and inaugurated aspects of the eschatological outlook of the other synoptic gospels and make comparisons between them.</p> <p>A02 Responses might analyse evidence from the text and scholars' views, to attempt to come to some conclusion as to whether the futuristic eschatological view is stronger in</p>	35	

Question	Answer	Mark	Guidance
	<p>Matthew than in the other two gospels. Or, whether, in fact, it is the only view in Matthew that can be supported.</p> <p>Some candidates might argue, in favour of the statement, that the trend in Matthew is to place Jesus firmly in a contemporary Jewish context and that his teaching on the Kingdom reflected the accepted Old Testament view of future judgement. They might also consider whether there is less evidence of this in Luke and Mark.</p> <p>The ambiguities in the statement might be discussed and evidence for other views might be analysed. Some insight might be given as to other possible interpretations of the text in Matthew and any possible modifications made by the author/redactor in response to the problem of the delay of the Parousia.</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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