

GCSE

Religious Studies A (World Religion(s))

Unit **B583**: Christian Scriptures 1 (Mark)

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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Annotations

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.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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:
 - a. 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.
 - b. 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.
 - c. 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

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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	A good answer to the question. Candidates will demonstrate a clear understanding of the question. 1. A fairly complete and full description/explanation/analysis 2. A comprehensive account of the range and/or depth of relevant material. 3. The information will be presented in a structured format 4. There will be significant, appropriate and correct use of specialist terms. 5. There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	A satisfactory answer to the question. Candidates will demonstrate some understanding of the question. 6. Information will be relevant but may lack specific detail 7. There will be some description/explanation/analysis although this may not be fully developed 8. The information will be presented for the most part in a structured format 9. Some use of specialist terms, although these may not always be used appropriately 10. There may be errors in spelling, grammar and punctuation
Level 1 1-2	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. 11. A small amount of relevant information may be included 12. Answers may be in the form of a list with little or no description/explanation/analysis 13. There will be little or no use of specialist terms 14. Answers may be ambiguous or disorganised 15. Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	No evidence submitted or response does not address the question.

AO2 part (e) question

Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <p>16. Answers will reflect the significance of the issue(s) raised</p> <p>17. Clear evidence of an appropriate personal response, fully supported</p> <p>18. A range of points of view supported by justified arguments/discussion</p> <p>19. The information will be presented in a clear and organised way</p> <p>20. Clear reference to the religion studied</p> <p>21. Specialist terms will be used appropriately and correctly</p> <p>Few, if any errors in spelling, grammar and punctuation</p>	Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <p>22. Some information will be relevant, although may lack specific detail.</p> <p>23. Only one view might be offered and developed</p> <p>24. Viewpoints might be stated and supported with limited argument/discussion</p> <p>25. The information will show some organisation</p> <p>26. Reference to the religion studied may be vague</p> <p>27. Some use of specialist terms, although these may not always be used appropriately</p> <p>There may be errors in spelling, grammar and punctuation</p>
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <p>28. Selection of relevant material with appropriate development</p> <p>29. Evidence of appropriate personal response</p> <p>30. Justified arguments/different points of view supported by some discussion</p> <p>31. The information will be presented in a structured format</p> <p>32. Some appropriate reference to the religion studied</p> <p>33. Specialist terms will be used appropriately and for the most part correctly</p> <p>There may be occasional errors in spelling, grammar and punctuation</p>	Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <p>34. Answers may be simplistic with little or no relevant information</p> <p>35. Viewpoints may not be supported or appropriate</p> <p>36. Answers may be ambiguous or disorganised</p> <p>37. There will be little or no use of specialist terms</p> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		Level 0 0	No evidence submitted or response does not address the question.

MARK SCHEME

The healing of a boy with an evil spirit. (Mark 9:14-29)

Question		Answer	Mark	Guidance
1	(a)	<p>What did the crowd do when they first saw Jesus?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • They were overwhelmed with wonder • They ran to meet him <p>One mark for response.</p>	1	
	(b)	<p>State two ways the evil spirit affected the boy.</p> <p>Responses:</p> <ul style="list-style-type: none"> • Robbed him of speech • He is thrown to the ground • foams at the mouth/ • gnashes teeth/ goes rigid / has happened from childhood/ had • been thrown into fire or water to kill him <p>One mark for each response up to 2 marks.</p>	2	
	(c)	<p>State three things that happened when the evil spirit came out of the boy.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The spirit shrieked • The spirit convulsed him violently • Jesus took him by the hand and helped him to stand • The disciples asked why they had been unable to drive out the spirit <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain what this story teaches about the importance of faith.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In this story Jesus reacts to the inability of his disciples to remove the evil spirit from the boy by accusing them of a lack of faith (“O faithless generation, how long am I to be with you?). Perhaps this comment is also aimed at the others present (the ‘crowd’ and the father of the boy).</p> <p>When the father appeals to Jesus for help Jesus challenges him for his uncertainty (“If you can? All things are possible for one who believes.”) Jesus is clearly underlining the importance of faith and belief by saying this.</p> <p>The emotional response of the father, (“I believe, help my unbelief!”) shows the man appealing for Jesus for help in maintaining his faith at this difficult time and candidates may comment on possible interpretations of the father’s words here.</p> <p>In this story Jesus responds to the statement of faith with compassion and heals the boy. Candidates may explain that this story shows that attitudes of faith/belief may bring about miraculous healing.</p> <p>Some candidates may comment on the wider theme of the importance of faith in the context of stories of healing in Mark’s Gospel.</p> <p>The passage ends with a teaching about the importance of prayer and some candidates may link this to the importance of faithful prayer for believers.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>‘People today are powerless in the face of evil.’</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may discuss different ways in which people may feel themselves to be either powerless or empowered in responding to instances of evil in our world today. They may argue that some evils are insoluble and that we are indeed ‘powerless’ or that there are clear strategies we can adopt to overcome them.</p> <p>Some candidates may make points about definitions of evil or the nature of evil: whether evil is caused or personified by Satan/the devil/demons. Others may discuss evil in the sense of evil/highly immoral or dangerous people or situations and may offer and discuss different examples. Others may relate this to ‘natural evils’ (e.g. Ebola virus, starvation, cancer, environmental despoliation). Some answers will discuss the relative abilities of people to counter such evils and good answers may discuss possible Christian responses to ‘evil’ (like becoming involved in acts of charity, prayer or taking direct action).</p> <p>Some may argue that individual humans can do very little for themselves in the face of seemingly insoluble world problems involving extreme evil. Others will argue that God gives us the capacity and responsibility to understand, co-operate and implement our own solutions (e.g. to counter war, famine or disease). Some may extend this into discussion of moral responsibility to confront evil rather than passively ignoring it. Others may present arguments to show that ‘evil’ has no tangible existence as such.</p> <p>Some candidates may discuss the relative efficacy of exorcism as a way of confronting/expelling demonic evil and may relate this to gospel accounts of Jesus’ actions, including that of the ‘healing of the boy with an evil spirit’. Others may relate this to the issue of God’s power and love and may bring in key Christian perspectives such as the redeeming power of Christ’s death and resurrection.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
2 (a)	<p>The man with the withered (shrivelled) hand. (Mark 3: 1-6)</p> <p>Where did Jesus meet the man with the withered hand?</p> <p>Responses should be:</p> <ul style="list-style-type: none"> • In a synagogue. <p>One mark for response.</p>	1	
(b)	<p>Name the two groups who plotted against Jesus in this story.</p> <p>Responses should be:</p> <ul style="list-style-type: none"> • Pharisees • Herodians <p>One mark for each response.</p>	2	
(c)	<p>State three things that Jesus said or did in this story.</p> <p>Responses should be:</p> <ul style="list-style-type: none"> • Told the man to stand up • Asked whether it was lawful to do good or evil on the Sabbath, to save life or to kill (accept paraphrase) • Told the man to stretch out his hand • Challenged the witnesses with a look. • Told the man to stretch out his hand • Healed the man <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain why Jesus challenged those who witnessed the healing.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Jewish practices and beliefs concerning the Sabbath as a holy occasion where work must be avoided according to God' commandments. This would have been felt keenly by this synagogue audience and it may be that they were concerned that the Sabbath laws were being broken.</p> <p>Jesus may have been responding critically to the atmosphere of confrontation and 'fault-finding' amongst his opponents (<i>'They watched him closely...some of them were looking for a reason to accuse Jesus'</i>).</p> <p>Jesus' challenge may reflect his view that compassion for those in need should take precedence over tradition in such a situation (the 'spirit of the law' rather than the 'letter of the law'.) Jesus may have felt the need to challenge their attitude.</p> <p>Some candidates may refer to other texts about Sabbath controversies such as Mark 2:23-28 (The Son of Man as 'Lord even of the Sabbath').</p> <p>Perhaps Jesus considered his opponents to be petty or lacking in compassion: some candidates may refer to Jesus' anger and distress in this light.</p> <p>Some candidates may offer explanation as to whether Jesus was opposed to the Sabbath laws in general or whether he was making a point about God's priorities in this particular case.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>'Christians today should always obey people in authority.'</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may discuss the apparent lack of generosity and care towards the sick man on the part of Jesus' opponents. They may discuss the maxim 'the spirit rather than the letter of the law' in the sense of the need to act on moral or ethical obligation in situations where we may have to discount the requirements of those in authority.</p> <p>Some candidates may approach this through a consideration of the relative importance/unimportance of the particular commandment restricting work on the Sabbath day and reflecting on its background in Jewish faith.</p> <p>Some will seek to broaden the discussion to the responsibility of Christians to maintain confidence in law and authority in general; as a guarantor of social stability and mutual safety, perhaps. They may refer to the anarchy which could result if individuals take it upon themselves to 'pick and choose' which rules they wish to obey.</p> <p>Candidates may discuss some examples of authority figures which it may be morally indefensible to obey and could illustrate their answers by explaining reasons for this. They may discuss examples of famous Christians who stood up against the authorities of their times and whether they were justified in doing so (e.g. Archbishop Oscar Romero, Dietrich Bonhoeffer).</p> <p>Some may argue that Christians should obey the authority of God as expressed through the Bible or through the teaching of church leaders or through rulers that God has 'placed in authority' and they may explore ideas related to this.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
3 (a)	<p>The burial of Jesus. (Mark 15: 42-47)</p> <p>On which day was Jesus buried according to this text?</p> <p>The correct response would be:</p> <ul style="list-style-type: none"> • Preparation day/. • Day before the Sabbath / Friday <p>One mark for response.</p>	1	
(b)	<p>State <u>two</u> things that Pilate did when Joseph came to him.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Pilate was surprised • Pilate summoned the centurion • Pilate asked the centurion if Jesus was dead • He gave the body to Joseph <p>One mark for each response up to 2 marks.</p>	2	
(c)	<p>List three ways this story describes Joseph.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Joseph was a prominent member of the Sanhedrin/Council. • He was a believer ('he was waiting for the Kingdom of God') • He was 'bold' - brave and/or well connected (he is able to ask Pilate) • He acts to take down the body, supplies the linen, arranges for the burial cave and the stone. <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain the importance of the burial of Jesus in Mark's Gospel.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The story makes quite clear that Jesus was definitely dead and that he was a truly 'suffering messiah'. Establishing the death of Jesus would make the Resurrection all the more miraculous and wonderful and could also serve to defend the followers of Jesus from claims that the Resurrection appearances were somehow 'fake' because Jesus had not really died. The text mentions that followers noted the exact place of Jesus' burial and this attests to a tradition of knowing the whereabouts of this site and may enhance the historicity of this account. This also acts as a 'hook' for the later visit of the women to the tomb of Jesus.</p> <p>The story may be regarded as confirmation of prophecies referred to earlier in the Mark's Gospel, especially predictions Jesus gave to his followers about the fate of the Son of Man and concerning his anointing at Bethany ('to prepare for my burial').</p> <p>Some candidates may refer to specific links with Isaiah 53: 9 (God's servant buried in a rich man's tomb.) as a specific prophecy or link with Old Testament scripture.</p> <p>Some candidates may comment on the imminent start of the Passover festival and the need to conduct the burial before that holy time began.</p> <p>The fact that the burial procedure is rushed and there is no time to anoint Jesus' body provides the occasion for the visit of the three women in chapter 16.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>'The death and resurrection of Jesus is more important to Christians today than his life.'</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may present arguments to show that aspects of Jesus' life and ministry were very important, for example his teaching, miracles or healings done by him. They may support this with reference to specific episodes or healings, possibly pointing to the impact that these things have on the faith of Christians or to their importance as episodes in their own right.</p> <p>They may also argue that Jesus' death and resurrection fulfils Jesus' own prophecies as well as prophecies in the Old Testament scriptures and that this offers Christians a fuller understanding of who Jesus was: The Son of God, the Suffering Messiah. They may discuss the extent to which this can be seen as proof of Jesus' true importance and they may relate this to Christian teachings, for example about the divinity of Jesus. They may argue that an understanding of the death and resurrection of Jesus is an overriding and distinctive feature of Christian understanding, even compared to the events of Jesus' ministry.</p> <p>Some candidates may use supporting evidence from the text of Mark's Gospel where Jesus tries to teach his disciples about his death and resurrection (8: 31, 9: 31, 10: 34). They may present a case for the events of Jesus' life being linked to his death and resurrection, thereby arguing that the question displays a misleading and unhelpful dichotomy.</p> <p>Some may explore the Christian understanding of the death of Jesus as a redeeming act of sacrifice and salvation for all of mankind and may discuss the accounts of his ministry in the light of such understanding.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
	Total	51	

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