

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

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

Mark Scheme for June 2013

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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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Annotation

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

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, ie 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 and 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	Marks	Guidance
1	(a)	Response might include: <ul style="list-style-type: none"> • One of the synagogue rulers • Dead girl's father • An important Jewish official. 1 mark for response.	1	
	(b)	Responses might include in quotation or paraphrase: <ul style="list-style-type: none"> • To heal his daughter (who was dying) • 'Please come and put your hands on her • So she will be healed and will live.' 1 mark for each response.	2	
	(c)	Responses might include three , in quotation or paraphrase, from: <ul style="list-style-type: none"> • Jesus stopped to heal the woman with the bleeding • Jesus ignored the messengers • Jesus said to Jairus, 'Don't be afraid: just believe.' • Jesus took Peter, James and John and went to the house • When he saw the mourners he said to them, 'Why all this commotion and wailing'? • Jesus said, 'the child is not dead but asleep' • Jesus knew he had the power to restore her. 1 mark for each response.	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might explain that Jairus, who seeks Jesus' help, is a synagogue ruler and so part of the religious group with whom Jesus was often in conflict. He had faith that Jesus might be able to help him. The messengers and the mourners had no faith that Jesus could do anything for the girl. Jesus includes the closest disciples and the parents when he heals the girl. This might be because he wants them to witness the miracle or because of their faith.</p> <p>The healing of Jairus' daughter apparently involves raising her from the dead. It is the only instance in Mark's gospel of Jesus performing this type of miracle.</p> <p>Candidates might explain that as soon as Jesus touches the girl and speaks the girl is immediately able to walk about and to eat and so the resurrection/cure is instant. This shows the extent of his power.</p> <p>The fact that the miracle is performed in semi-privacy with Jesus' own choice of witnesses and then they are ordered not to tell anyone what has happened might be seen as significant, as an example of Mark's theme of the messianic secret. Some might see it as a prediction of Jesus' own resurrection.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might use the healing of Jairus' daughter as an example of whether miracles are proof of Jesus' divinity and/or they may use other miracles they have studied.</p> <p>Responses might examine the evidence within the miracle stories eg in the case of Jairus' daughter, the evidence within the story of Jesus saying 'Do not be afraid...believe'; 'she is asleep' 'tell no one' is often used to both prove and disprove the statement. There are also features in the story which echo Jesus' own resurrection and these might be assessed.</p> <p>Some responses might define the nature of miracles and relate them to the supernatural qualities expected of the Son of God. Using examples from the gospels of miracle(s) eg healing, exorcism, nature miracles (that Jesus' performed) to assess whether they can be seen as definite proof.</p> <p>Arguments/evidence might be presented that faith healing and other miraculous acts might have natural or psychological origins rather than divine ones and miracles prove nothing.</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	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question	Answer	Marks	Guidance
2	<p>(a) Response might include:</p> <ul style="list-style-type: none"> • It was late in the day • The people were probably hungry • It was a remote place. <p>1 mark for response.</p>	1	
	<p>(b) Responses might include, in quotation or paraphrase:</p> <p>(i)</p> <ul style="list-style-type: none"> • You give them something to eat,' <p>(ii)</p> <ul style="list-style-type: none"> • 'It would take eight months of a man's wages' (to feed them) • 'Are we to spend (that much) on bread and give it to them to eat?' <p>1 mark for each response.</p>	2	
	<p>(c) Responses might include, in quotation or paraphrase, three from:</p> <ul style="list-style-type: none"> • Jesus told the disciples to go and see how many loaves they had • Jesus directed the disciples to sit the people down on the grass • Jesus took the five loaves and two fish • Looking up to Heaven he gave thanks and broke the loaves • He gave them to the disciples to give to the people • He divided the two fish among them • Jesus blessed the loaves and fish • They all ate and were satisfied • Twelve baskets of broken bread and fish were left. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Jesus shows the disciples what must be done and sends them to find bread. When they return with a meagre amount, he performs the miracle and all the people are fed. Some responses might explain the relevance of this to Christians in terms of having compassion/feeding the poor.</p> <p>Some candidates might use examples of charitable/compassionate behaviour that might be expected from Christians toward the hungry and needy. Or God's compassion for his followers.</p> <p>Some responses might point out that the miracle also teaches Christians the extent of Jesus' divine power; there were baskets of food left over. It is one of three miracles in Mark's gospel, which are known as 'nature miracles' that show Jesus' power over the laws of nature.</p> <p>The disciples did appear to have some compassion for the crowd and were worried as to how they might find something to eat. However, they might just have wanted them to disperse, as it was late and a remote area. They appear indignant at Jesus' suggestion that they should take their concern as far as trying to feed the crowd and complain about the expense. The disciples appear willing but count the cost. Jesus shows them that God will always take care of those in need.</p> <p>Some responses might comment on the symbolic echoes of the Last Supper in Mark's account of this miracle - in the giving thanks and breaking of bread.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might approach the question from an assessment of the amount of faith or lack of religious faith that might be apparent in society today and provide (their own) examples of this. Some candidates might examine the view that there is a lack of real faith among even those who call themselves Christians. Or, whether there is enough faith for miracles to happen.</p> <p>In the stories in Mark's gospel, faith is required before miracles can happen. Some candidates might argue that in a society where there is little religious faith there is also little belief in miracles or expectation of miraculous cures.</p> <p>Some might argue the view that some Christians believe that the miracles of Jesus are not meant to be repeated today and that faith in Christ is more important than miracles. Christians should not expect miracles.</p> <p>Another point of view, arguing against the statement, might be that there is plenty of evidence today that Christians do have both faith in God and faith in miracles and examples might be given.</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	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question	Answer	Marks	Guidance
3	<p>(a) Response might include:</p> <ul style="list-style-type: none"> • Palestine was under Roman rule • Pilate was the • Roman Governor • The Jews brought Jesus to Pilate because they wanted the death penalty for Jesus • The Sanhedrin did not have the power to order Jesus' death. <p>1 mark for response.</p>	1	
	<p>(b) Responses might include:</p> <ul style="list-style-type: none"> • Threatening to destroy the Temple (in three days and rebuild it) • Claiming to be the Messiah ('Are you the Christ, the Son of the Blessed One?') • Blasphemy. <p>1 mark for each response.</p>	2	
	<p>(c) Responses might include:</p> <ul style="list-style-type: none"> • Pilate was amazed that Jesus did not answer the many charges brought against him • Pilate offers to release Jesus/The King of the Jews • Pilate knows it is out of envy that the Jewish Priests had handed Jesus over to him • Pilate asks 'What do you want me to do with the King of the Jews?' • He also asks 'What crime has he committed?' • To satisfy the crowd, Pilate releases Barabbas and hands Jesus over for crucifixion. <p>A statement 1 mark, with development 2 marks and amplification 3 marks.</p>	3	
	<p>(d) Examiners should mark according to AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>During his trial before the Sanhedrin, Jesus was finally accused and condemned for blasphemy. Blasphemy was a Jewish religious crime, a crime against God. It was punishable by death.</p>	6	

Question	Answer	Marks	Guidance
	<p>However, it was possible that this charge would not be viewed seriously enough by the Romans to ensure that Jesus received the punishment the Jews thought he deserved.</p> <p>When Jesus was handed over to Pilate, Mark only says that the chief priests accused him of many things. He was asked by Pilate 'Are you the King of the Jews?' The accusation of claiming to be 'King of the Jews' was a crime of treason against the Emperor/Rome and as such carried the death sentence of crucifixion. The Roman governor would have to punish any crime against the Emperor, so he would have to punish Jesus.</p>		
(e)	<p>Candidates may consider some of the following:</p> <p>Examiners should mark according to AO2 descriptors.</p> <p>The evaluation might focus on the trials of Jesus, as in the previous parts of the question or on the breadth of the story of Jesus' life in Mark's gospel.</p> <p>To support the statement, candidates might use evidence/arguments about the varied content and/or the colourful, dramatic style of Mark's narrative.</p> <p>Some of the themes of the gospel might be used as examples of Mark's relevance for Christians today and so provide points of interest.</p> <p>Some responses might discuss whether the issues of Jesus in conflict with authority or the struggle between good and evil are universal issues and the way they are depicted in Mark is of equal interest to both Christians and non-Christians.</p> <p>Alternative arguments might be that an account of the life of a religious figure is only of interest to those who have a particular religious belief or wish to study religion. Issues of whether the accounts are fact or not might affect whether people find them interesting.</p> <p>Some responses might consider whether parts of the gospel (story of Jesus) are more interesting than others eg actions/miracles versus teachings about behaviour or prayer.</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	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

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