

GCSE

Religious Studies A (World Religion(s))

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

General Certificate of Secondary Education

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

Annotations

	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.

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

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

MARK SCHEME

THE PRESENTATION AT THE TEMPLE 2: 21-35

Question		Answer	Mark	Guidance
1	(a)	<p>What age was Jesus when he was circumcised?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • He was eight days old. <p>One mark for response.</p>	1	
	(b)	<p>Give the <u>two</u> types of bird that might have been sacrificed at the purification.</p> <p>Response:</p> <ul style="list-style-type: none"> • doves • young pigeons <p>One mark for each response.</p>	2	
	(c)	<p>Give <u>three</u> things this story tells readers about Simeon.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Simeon was righteous and devout. • He was awaiting the consolation of Israel • The Holy Spirit was on him • He would not die before seeing the Christ • He holds Jesus and praises God <p>One mark for each response.</p>	3	Not 'he was very old'

Question	Answer	Mark	Guidance
(d)	<p>Explain how the words of Simeon in this story might help Christians to understand Jesus' life.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Holy Spirit is acting through Simeon in this story and is also evident in key parts of Jesus' life. The story shows Jesus' family to be observant Jews who respectably lead their baby through important ceremonies such as circumcision and visit the Temple. So Jesus' Jewish credentials are assured.</p> <p>In addition the story sets the historical context of salvation being brought to God's people ('for the consolation of salvation').</p> <p>Simeon's song of praise includes the themes of the salvation of the Gentile world as well as of the Jewish, supporting Luke's theme of universalism. Simeon also predicts the dramatic events and consequences of Jesus' life as he blesses the family. Another major point is the narrative's implicit identification of the child Jesus as the Christ.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>'The Holy Spirit is the only guide a Christian needs.'</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to <u>Christianity</u> in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>They may approach the question by discussing the nature of the Holy Spirit in Christian belief and as an important feature of Luke's gospel; a powerful, energising and creative aspect of God.</p> <p>Some candidates may nominate other, alternative source of guidance which may be influential for Christians: e.g. the words and teachings of Jesus, the Ten Commandments. They might build up a case to demonstrate that a Christian may need a variety of forms of guidance and may offer examples or relevant situations to illustrate their meaning.</p> <p>Other candidates may offer a wider context of Christian understanding of the Holy Spirit to argue that it is a most valuable inspiration for Christians. They may offer examples from other stories in Luke (e.g. Jesus' baptism) or Acts (e.g. the story of Pentecost to illustrate their points.) They may argue that, through the Holy Spirit, God could be "with us" in our modern experiences and situations in an immediate, personal and inspirational way.</p> <p>Candidates may offer illustrative examples of ways and situations in which Christians might be regarded as being guided by the Holy Spirit and a good answer might offer some judgement as to the relative merits of different sources of guidance for a Christian life.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on pages 6 & 7.	SPaG 3	

Question		Answer	Mark	Guidance
		THE PARABLE OF THE RICH FOOL 12: 13-21		
2	(a)	<p>What did the person in the crowd ask Jesus to do?</p> <p>Responses:</p> <ul style="list-style-type: none"> • Tell my brother to divide the family inheritance with me. <p>One mark for response.</p>	1	
	(b)	<p>State <u>two</u> things God said to the rich man.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • You fool, this very night your life is demanded of you. • The things you have prepared, whose will they be? <p>(Accept good paraphrase of these.) One mark for each response.</p>	2	<p>Not "God said he was a fool".</p> <ul style="list-style-type: none"> - Given in the title on the paper.
	(c)	<p>List <u>three</u> things that the rich man was going to do.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • He pulled down his barns and built new ones • He stored his grain in the new barns • He said, "Eat, drink and be merry." <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain how Jesus' teaching on wealth might affect Christians today.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Through a consideration of Jesus' teachings Christians may come to see materialism and selfishness to be inadvisable and unsatisfying pattern for living.</p> <p>They might argue that we show concern for others and make provision for others through charitable giving rather than being selfish.</p> <p>Death will cut life short and so material wealth can only be temporary ('You can't take it with you'.) Many people regard the human soul as everlasting – beyond the transitory pleasures of this existence.</p> <p>Candidates may show appreciation of how Jesus' teaching about wealth and the use of resources raises wider questions about the significance of our lives and character. Some candidates may discuss whether God is the true owner of all material goods and wealth and may bring in the Christian topic of stewardship.</p> <p>They may comment on notable examples of people who have given generously to others from their wealth and their motivations in doing so.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>“In Luke’s gospel Jesus is too hard on the rich.”</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to <u>Christianity</u> in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some may argue that Jesus is certainly too hard on people and may relate this with discussion of relevant gospel episodes such as the Rich Young Man. They may present a case attempting to show that Jesus seemed to value the poor and underprivileged and marginalised. They could argue that this is a notable feature of this gospel. Candidates may use narratives such as the story of the Centurion’s Servant or the call of Zacchaeus to show that Jesus could be in comfortable and positive relationships with the rich and powerful.</p> <p>Candidates may also relate the discussion to particular teachings such as in the parable of the Rich Man and Lazarus and may go on to discuss whether the rich man is punished for the possession of wealth or whether the punishment is for his lack of care and compassion for Lazarus... Some candidates may relate the discussion to Mary’s words in the Magnificat in Luke 1 (‘he has filled the hungry with good things, but has sent the rich away empty’).</p> <p>Some candidates may seek to widen the discussion by explaining their views about the importance of wealth creation and socially valuable actions by some rich people.</p> <p>Some candidates may respond by discussing other aspects of Jesus’ teachings about wealth, power and servanthood.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on pages 6 & 7.	SPaG 3	

Question		Answer	Mark	Guidance
		JESUS ANOINTED BY A SINFUL WOMAN 7:36-50		
3	(a)	<p>In whose house did the woman anoint Jesus?</p> <p>Response:</p> <ul style="list-style-type: none"> • A pharisee. Or, • Simon the Pharisee. Allow Simon <p>One mark for response.</p>	1	
	(b)	<p>What were the <u>two</u> amounts of money owed by the debtors in the parable?</p> <p>Responses:</p> <ul style="list-style-type: none"> • 500 denarii/coins • 50 denarii/coins <p>One mark for each response.</p>	2	
	(c)	<p>List the <u>three</u> things for which Jesus praised the woman.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • She washed Jesus' feet with her tears. • She kissed Jesus. • She anointed Jesus. – allow perfume <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Explain why some people were upset at Jesus' attitude to the woman.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Many candidates will comment on the description of the woman as someone who 'lead a sinful life' and they may speculate on what that meant. They can use supporting evidence in the form of Simon's disapproving comment, "He would know what kind of woman she is.... They could say that Simon is taking on a moralising tone of condemnation towards her.</p> <p>Certainly, many candidates will comment on the fact that it would not have been acceptable, given the mores of the time, for a woman to have intruded into a male social gathering and so the male diners could well have been offended by that. In addition offence would have been taken when Jesus commended the woman and upbraided Simon through the words of the parable and explicitly for not honouring Jesus in the way that the woman did.</p> <p>Finally, Jesus' proclamation of forgiveness for the woman seemed to give further cause for disapproval from those present.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>“We have no right to judge others”</p> <p> Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to <u>Christianity</u> in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates may make reference to Jesus’ teachings relating to judgement of others as a prerogative of God, his teachings about a reversal of social values or his attacks on the Pharisees as hypocritical as a way of discussing the wider topic.</p> <p>Some candidates might consider the topic of when it is appropriate or (inappropriate) to make judgements about the lifestyle or moral standards of others.</p> <p>Some may refer to examples of different cultural norms relating to clothing or food customs. Others could discuss the extent to which rules and patterns of behaviour relating to, for example, gender equality, sexual relationships or same sex marriage are simply private matters or may be deserving of judgement.</p> <p>However, a balanced view might also examine the extent to which we might legitimately judge the behaviour of others e.g. on grounds of harm to others, crime or indecency. Possibly, candidates may present their answer by referring to particular situations or examples known to them or drawn from the gospel. They may present the argument that social disapproval can be an important brake on poor behaviour.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on pages 6 & 7.	SPaG 3	
	Total	51	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

