

GCSE

Religious Studies A (World Religion(s))

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

General Certificate of Secondary Education

Mark Scheme for June 2017

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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

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.

Subject-specific Marking Instructions

We do not use annotations in GCSE Religious Studies

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. |

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 and / or 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 | 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> <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


| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|----------|
| 1 | (a) | <p>The birth of Jesus and the visit of the shepherds (Luke 2: 1-20)</p> <p>According to Luke's Gospel, who was the governor of Syria at the time of Jesus' birth?</p> <p>Response:</p> <ul style="list-style-type: none"> • Quirinius / Cyrenius <p>One mark for response.</p> | 1 | |
| | (b) | <p>State <u>two</u> ways the shepherds were told they would recognise Jesus.</p> <p>Response:</p> <ul style="list-style-type: none"> • Wrapped in swaddling clothes / cloths / strips of cloth • Lying in a manger / feeding trough <p>One mark for each response.</p> | 2 | |
| | (c) | <p>What did the shepherds say to each other after the angels had left?</p> <p>Response:</p> <ul style="list-style-type: none"> • Let us go to Bethlehem • To see this thing that has happened • Which the Lord has made known to us / told us <p>Marks will be awarded for any combination of points, development and exemplification.</p> | 3 | |
| | (d) | <p>Explain the importance of the story of the shepherds in Luke's Gospel.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The shepherds were often considered outsiders and so it is significant that the message of Christ's birth was first (according to Luke) brought to this group of people.</p> | 6 | |

| Question | Answer | Mark | Guidance |
|----------|--|------|----------|
| | <p>This shows that the message of Christianity is available to all people, whatever their background. Candidates might also identify the idea that Jesus is presented as an outsider in many of the symbols of the passage. It also sets the scene for many of Luke's stories where he seems to focus on outsiders or outcasts.</p> <p>The story is also significant because it features angels, showing the Christian belief that God speaks to his people and is involved in the world – God has not abandoned the human race. Some candidates might further identify the idea that it also teaches people about the role of angels and the fact that there is a whole heavenly host who praise God. Some candidates might highlight the importance of people, too, praising God.</p> <p>In the message of the angel to the shepherds (verses 11-12) one of the great mysteries of Christianity is explored. The birth of David's descendent who will save the world, who is the Messiah and also God is contained within verse 11. Candidates might explore some of these titles and Jesus' place in salvation history. In verse 12 candidates might identify the fact that this remarkable point in history is marked by a baby in poor circumstances, rather than a king in a palace.</p> <p>Some candidates might point to the reaction of the shepherds to the angel and emphasise the importance to Christians that they, too, respond to God's messages as promptly and faithfully as the shepherds. They might also identify the idea that the shepherds spread the message of what they had seen and Christians today should also spread the good news.</p> | | |
| (e) | <p>'Luke tells us all we need to know about Jesus' birth.'</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates might agree with this statement by pointing out some of the key symbolism in the birth narratives and suggesting that key ideas about Jesus' divinity, messiahship and also mission to outcasts are covered in the stories. Candidates could, but would not be required to, show understanding of passages outside the specification content, such as the Annunciation in Luke 1.</p> | 12 | |

| Question | | Answer | Mark | Guidance |
|----------|---|--|--------|----------|
| | | <p>Other candidates might suggest that the birth stories provide a useful introduction to the remainder of the Gospel and therefore have sufficient detail. They might suggest that they explain why Jesus was born as a baby and then that it is right that the Gospel moves on to other aspects of Jesus' life.</p> <p>Some candidates might show awareness of the fact that the four Gospels differ in their accounts of Jesus' birth. They might suggest that the fact that there are differences between Matthew and Luke shows that there was more that Luke might have said or that he misses out a key narrative in omitting the Wise Men story.</p> <p>It would be possible for candidates to reject the statement by saying that as none of the writers of the Gospels was present at Jesus' birth because they were not yet disciples of Jesus we do not have the eye-witness approach that some people think the Gospels are. The stories are therefore hearsay or passed down by word of mouth and are therefore less reliable. Some might reject this point on the basis that transmission by word of mouth was more normal in Biblical times and accuracy would be maintained. This line of argument would be exploring whether or not Jesus' birth needs to be factually understood. In their analysis of the stimulus, some candidates might question whether it is even necessary to try to work out what really happened.</p> <p>Some candidates might argue that the different Gospel accounts are different aspects of God's presentation of the Christmas story to the world and therefore they can be pieced together to create a whole picture of what happened, as is done by those who celebrate Christmas, for example in crib scenes. For those who believe the Gospels to be inspired texts, this would be evidence that the Gospel writers contribute to the whole picture, and so the stimulus statement could be accepted.</p> | | |
| |  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5. | SPaG 3 | |
| 2 | (a) | <p>The lamp of the body (Luke 11: 33-36)</p> <p>State <u>one</u> place Jesus says you would not put a lamp that has been lit.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • In a cellar | 1 | |


| Question | | Answer | Mark | Guidance |
|----------|------|---|------|----------|
| | | <ul style="list-style-type: none"> • Under a bushel / bowl • In a place where it will be hidden • Where it is hidden <p>One mark for response.</p> | | |
| (b) | (i) | <p>Where does Jesus say you would put a lamp that has been lit?</p> <p>Response:</p> <ul style="list-style-type: none"> • On a stand / lampstand <p>One mark for response.</p> | 1 | |
| | (ii) | <p>Why does Jesus say the lamp would be put there?</p> <ul style="list-style-type: none"> • So that those who enter may see the light / so that people may see the light as they come in. <p>One mark for response.</p> | 1 | |
| (c) | | <p>Describe what this passage says about the body.</p> <ul style="list-style-type: none"> • Your eye is the lamp of your body • When your eye is good your whole body is full of light • When the eye is not sound your body is full of darkness • If your whole body is full of light then it will be wholly bright (as when a lamp gives its light) <p>Marks will be awarded for any combination of points, development and exemplification.</p> | 3 | |
| (d) | | <p>Explain why Christians might consider this an important passage today.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> | 6 | |

| Question | Answer | Mark | Guidance |
|----------|---|------|---|
| | <p>The relevance of this passage to Christians comes from a consideration of what lamps they have lit. Some consider the passage to be talking about the Christian message – that this should not be hidden and that people should be proud of their faith, either on an everyday scale, such as the wearing of a cross, or talking about their faith to friends; or else on a larger scale, such as becoming a missionary. Others might interpret the passage as meaning that people should not hide the gifts and talents that God has given them and perhaps make a link to the idea that these gifts and talents help people to understand their vocation.</p> <p>There are a range of different possible interpretations of the section of the passage on the eye, any of which should be credited. Some candidates might talk about the eye being a window to understanding someone’s soul or personality and explain this to mean that it is important to know people beyond simply surface level. Others might talk about the importance to Christians of keeping darkness out of life, with some linking the darkness to the Devil. Christians today might therefore use this passage to help them in their prayer life.</p> <p>Candidates might identify the location of this passage in Jesus’ teachings about the Kingdom of God and might observe that for some, the Kingdom of God is made present in the lives and actions of Christians, so this passage is encouraging Christians to be examples for the world to follow and therefore for themselves to be the lamps that should not be hidden.</p> | | |
| (e) | <p>‘Jesus’ teachings on the Kingdom of God are the most important parts of Luke’s Gospel.’</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> | 12 | <p>The passages on the specification are the sower, the great banquet, the lamp of the body and the narrow door. Examiners should not expect knowledge of passages not on</p> |

| Question | Answer | Mark | Guidance |
|---|---|--------|--------------------|
| | <p>Some might agree with the stimulus statement and say that Jesus' teachings about the Kingdom of God prepare the world for what will happen after he has left it and so have the most important role to play. In doing so they might refer to the range of teachings in Luke, focusing on those in the specification which look at both the here and now (e.g. the sower) and the future (the great banquet).</p> <p>Others might approach the statement by looking at these teachings and their relevance to Christian life today. It would be possible to suggest that they are out of date, perhaps because of the difficulty in twenty-first century Christian life of understanding older analogies. Equally it would be possible to illustrate these passages with modern examples of Christians working to bring the Kingdom of God to earth, as long as these arguments are carefully brought back to the question.</p> <p>Some might disagree with the statement and observe that Luke's foci on outcasts and women are central to the Gospel and these point the reader towards the true message of Jesus. Candidates might go on to observe that it is arguable that these themes are linked to teachings on the kingdom of God because they point out what the kingdom will be like – it will include women and outcasts as much as anyone else.</p> <p>Some might disagree on the grounds that the volume of the contents of the Gospel does not seem to point to the Kingdom of God being a central theme, just one theme of many. Other candidates might identify particular parts of the Gospel that they think are more important (such as Jesus' death and resurrection) and credit should be given to all relevant argument.</p> <p>Some candidates might have considered this topic in the light of a 'realised' and 'future' eschatology and might suggest either that it is important to focus on the here and now or else to be prepared for the end times.</p> <p>Candidates are, of course, free to approach this from any relevant angle or angles.</p> | | the specification. |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5. | SPaG 3 | |

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|----------|
| 3 | (a) | <p style="text-align: center;">The events of Pentecost (Acts 2: 1-15, 37-41)</p> <p>How many people were baptised on the day of Pentecost, according to the passage?</p> <p>Response:</p> <ul style="list-style-type: none"> • 3000 / about 3000 <p>One mark for response.</p> | 1 | |
| | (b) | <p>State the <u>two</u> ways in which the Holy Spirit came to the followers of Jesus when they were gathered together.</p> <p>Response:</p> <ul style="list-style-type: none"> • (Like a) (mighty) wind • (Like) (tongues of) fire • Spoke in other tongues/languages <p>One mark for each response.</p> | 2 | |
| | (c) | <p>List <u>three</u> things that Peter said to the crowd in this passage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • These men are not drunk • Repent • Be baptised in the name of Jesus Christ • You will receive the gift of the Holy Spirit • The promise is to you and your children • God calls every one to him • Save yourself from this crooked generation <p>One mark for each response.</p> | 3 | |

| Question | Answer | Mark | Guidance |
|----------|---|------|----------|
| (d) | <p>Explain the importance of the Holy Spirit to the early church.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might begin by explaining that the day of Pentecost is sometimes known as the birthday of the church and so the key importance of the Holy Spirit to the early church was that without one, the other would not exist.</p> <p>The Holy Spirit brought about change in the lives of the first followers of Jesus and this change and inspiration became an important stimulus for the early leadership of the Christian community.</p> <p>The Holy Spirit also gave courage and much courage was needed in the fact of arrest, death and persecution.</p> <p>Some might observe that the Holy Spirit inspired the way that the early Christians lives – sharing possessions, praying together, breaking bread and so on.</p> <p>The Holy Spirit is seen in the Pentecost passage to inspire conversions and this increase in the number of Christians continued day to day and so led to the early church being able to grow in numbers and geographically. The phenomenon of speaking in other languages broke down geographical barriers.</p> <p>An important aspect of the Holy Spirit was the continuity provided between Jesus' physical presence and life after the ascension. For the early church it would have provided the ability to go on from day to day.</p> | 6 | |
| (e) | <p>'The Holy Spirit is all a Christian needs for daily life.'</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> | 12 | |

| Question | Answer | Mark | Guidance |
|---|---|-----------|----------|
| | <p>Some candidates might agree with the statement by pointing to the power of the Holy Spirit, either through reference to the text or else to works of the Holy Spirit in modern life, perhaps through charismatic worship. They might say that the role of a Christian is to channel the Holy Spirit appropriately to help them to be inspired to live out their faith.</p> <p>Some might point to the gifts of the Spirit such as wisdom and understanding that touch a range of different aspects of life and that are given at Confirmation, when some Christians take on the mantle of being an 'adult' Christian and therefore are given these gifts to live out your daily life.</p> <p>Some might suggest that the Holy Spirit seems to have been the driving force in the early church and this shows that modern Christians should try to follow this way of life.</p> <p>Some candidates might reject this statement stating that a Christian needs other guides, such as the Bible, which had examples of how to live and act and to be a better Christian. Others might point to the importance of church leadership.</p> <p>Some might reject the statement and point to material needs, such as food and shelter and that humans do need to get the balance between 'real' life and spirituality.</p> <p>Some might explore the need for a relationship with God as all aspects of the Trinity and that Christians should not focus just on the Holy Spirit. They might point to the salvation won by Jesus or the power emphasised by considering God as Father. Equally they might suggest that in day-to-day life the Holy Spirit is the most important because the Holy Spirit helps Christians to make moral decisions, to interact with others and is most present (for some) in worship.</p> | | |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5. | SPaG 3 | |
| | Total | 51 | |

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