

Religious Studies

Advanced GCE **2774**

New Testament 2

Mark Scheme for June 2010

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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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A2 Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. *Weighting: 65% [A2]*

AO2: Sustain a critical line of argument and justify a point of view. *Weighting: 35% [A2]*

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives. In A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which ‘must contribute to the assessment of Religious Studies at AS and A level’.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates’ answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Practical application of the Marking Scheme

General administrative information and instructions are issued separately by OCR.

Apart from preliminary marking for standardisation purposes, which must be carried out in pencil, the first marking of a script should be in red ink. There should be a clear indication on every page that it has been read by the examiner, and the total mark for the question must be ringed

and written in the margin at the end of the script; at A2 the two sub-marks for the AOs must be written here as well. Half-marks may not be used.

To avoid giving the impression of point-marking, ticks should not be used within an answer.

Examiners should follow the separate instructions about annotation of scripts; remember that the marks awarded make the assigned Levels of Response completely explicit.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

*

Synoptic skills and the ability to make connections: these are not explicitly required in units 2781–2790, as their assessment is focused in the Connections units 2791–2795, but any evidence should be taken into account when matching the work to a level.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Levels of Response descriptors for A2 Units 2771 – 2780

The abbreviations marked in blue below may be used instead of writing out the full trigger line. Examiners may however choose to write out the full trigger line if they choose. Examiners should choose the comment that most reflects the reason for the awarding of the mark. This will usually be the trigger line, in some cases it may be another line from the levels of response. In these cases examiners should choose the appropriate comment and write it beside the final mark awarded.

Ba nd	Mark /29	AO1	Mark /16	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–6	has a little knowledge of the topic (lk) <ul style="list-style-type: none"> a little relevant material some accuracy Communication: often unclear or disorganised	1–3	states a point of view (pov) <ul style="list-style-type: none"> shows minimal or no analysis/justification Communication: often unclear or disorganised
2	7–11	has some knowledge of the topic and a little understanding of the question (sk/litu) <ul style="list-style-type: none"> some relevant material some concepts accurate shows a little knowledge of technical terms Communication: often unclear or disorganised	4–6	a little argument or justification of viewpoint (lit arg) <ul style="list-style-type: none"> some analysis, but not always successful Communication: often unclear or disorganised
3	12–15	focuses on the general topic rather than directly on the question (gen top) <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding selection of material sometimes inappropriate limited use of technical terms Communication: some clarity and organisation	7–8	an attempt to sustain an argument or justify a viewpoint (att sust/just) <ul style="list-style-type: none"> some analysis, but not always successful views asserted but not successfully justified Communication: some clarity and organisation
4	16–19	a satisfactory attempt to address the question itself (sat att) <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of relevant material some accurate use of technical terms Communication: some clarity and organisation	9–10	an argument is sustained and justified (sust/just) <ul style="list-style-type: none"> some successful analysis which may be implicit Communication: some clarity and organisation
5	20–23	a good attempt to address the question (g att) <ul style="list-style-type: none"> mostly accurate knowledge good understanding good selection of relevant material mostly accurate use of technical terms Communication: generally clear and organised	11–12	a good attempt at using evidence to sustain an argument (g att) <ul style="list-style-type: none"> some successful and clear analysis might put more than one point of view Communication: generally clear and organised
6	24–26	a very good attempt to address the question (vg att) <ul style="list-style-type: none"> accurate knowledge very good understanding substantial selection of relevant material accurate use of technical terms Communication: answer is well constructed and organised	13–14	a very good attempt at using different evidence to sustain an argument (vg att) <ul style="list-style-type: none"> successful and clear analysis considers more than one point of view Communication: answer is well constructed and organised
7	27–29	an excellent response to the question showing understanding and engagement with the material (exc rep) <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms Communication: answer is well constructed and organised	15–16	an excellent response which uses a range of evidence to sustain an argument (exc rep) <ul style="list-style-type: none"> comprehends the demands of the question shows understanding and critical analysis of different viewpoints Communication: answer is well constructed and organised

Alternative A – The Early Church**1 ‘Justification is the most important concept in Pauline theology.’ Discuss.****AO1**

Candidates are likely to go into a detailed discussion about Paul's theory of justification, supported by evidence from the specified texts in Galatians and Romans. The images and ideas might be explained with significant quotations eg 'I am dead – killed by the Law itself', 'Christ died for nothing...etc.

The importance to the development of Christian theology of the concept of salvation 'by faith, not works' might also be explained. Some explanation might be made of why to Jews in 1st Century Palestine this was a radical concept.

AO2

The evaluation should not solely address the importance of justification as a concept but consider other aspects of Pauline theology and although these might be more briefly dealt with and perhaps only one other significant aspect chosen there should be some comparison of relative importance, supported by evidence. Other themes might be 'Spirit/gifts of the Spirit, second Adam, baptism, parousia, resurrection/life after death etc.

2 ‘In 1 Corinthians 15, Paul provides a perfect summary of the gospel.’ Discuss.**AO1**

Candidates might begin an examination of this chapter with reference to the insecure faith of the Corinthians who were questioning the resurrection of the dead. Paul begins by drawing their attention to the gospel he has preached to them to open the way for a review and summary of what they need to believe to be saved. Not all candidates will follow an exact chronological exegesis of the text but there will be common elements in all answers.

For example, Paul addresses the Corinthians directly and re-establishes his own credentials and those of the witnesses to the resurrection. The universality of the gospel is demonstrated and the implications (for humanity) of Christ's death and resurrection. The Christian apocalypse is described and explained. Arguments against the resurrection are answered and the evidence for it presented. The old humanity and the new is explained – the altered bodily state etc.

AO2

Assessment should consider the extent to which the chapter is a perfect summary of the gospel. Candidates will have shown understanding of how the teaching develops from beginning to end. A critical examination of the chapter might evaluate the clarity or otherwise of Paul's arguments as he develops his theology of the resurrection, step by step for the Corinthians.

Some answers might show awareness that the end section on the Christian apocalypse (verses 50–58) raises difficulties about early Christian eschatology. Paul possibly appears to expect the parousia to occur in his lifetime. The difficulties with Paul's thoughts in this section might be discussed.

3 Assess the view that Galatians 2–5 is not significant for a study of Paul's theology.**AO1**

Answers might explain the significance of the content of Chapter 2 and the Jerusalem visit where, Paul reports, his apostleship was vindicated by James and Peter and the verses where Paul describes his criticism of Peter. Criticism of Paul by the Judaizers and their influence on the Galatians (and the result) might be explained.

As part of the answer the contents of Chapters 3–5 might be examined, where Paul develops arguments about faith or observance of the Law and advances knowledgeable arguments from Scripture to answer his critics, ending in Chapter 5 with another forthright condemnation of the agitators.

A detailed examination of all four chapters is not expected; rather, candidates are likely to select information that provides evidence for the evaluation.

AO2

The evaluation might focus on how significant Galatians is to a study of Paul. Candidates might use selected information to argue in a number of ways. Views on the hastily written and personal nature of the letter, its angry tone and the circumstances in which it was written might be evaluated as to whether they add or detract to the significance of the letter.

The confusing nature of Chapter 2 and the debate about the Jerusalem visit might be seen to detract from the importance of this chapter. Or it may be seen as a significant contribution to the circumcision/table fellowship debate.

Paul's denunciations of the Law led to accusations of antinomianism and are seen by some to have been counter-productive and indeed are refined in Romans where it appears Paul has second thoughts. However, Chapters 3–5 are seen by some to have provided a blueprint for the later, more refined, theology on 'justification by faith not works' and 'the gifts of the Spirit' in Romans etc.

Chapter 5 might be seen to be significant in its concept of replacing the Law by love – a gift of the Spirit. However, Paul's forthright words in condemnation of the circumcision party might be seen to detract from the serious theological argument.

4 What, if anything, is distinctive about the letter to the Ephesians?**AO1**

Answers are likely to include a detailed explanation/analysis of the style, authorship, destination and content of the epistle. The set text is Ephesians 1–4. The debate on audience includes the possibility of it being a later circular letter to many churches etc. There is a lot of material and well-rehearsed arguments, judicious selection of material and cogent explanation and argument will be looked for.

An examination of Ephesians is likely to include some discussion of the link with Colossians and the view that Ephesians was an adaptation of Colossians by a later author etc.

AO2

An evaluation of the distinctiveness of Ephesians (in comparison with Paul's other letters etc).

Arguments might be based on authorship, language, style, Colossians and the doctrine and theology of the letter. On each of these topics there are likely to be arguments and counter-arguments based on the same evidence.

Conclusions might also be drawn about the content of the letter and whether there are any real theological differences with other letters – there is nothing in Ephesians that contradicts other writing by Paul, however, a number of the concerns of the letter seem to be those of the church at a later time etc.

Alternative B – The Gospels

- 5** 'The parables in Matthew 13 and 25 offered people the opportunity to gain a fuller understanding of the Kingdom of God.' Discuss.

AO1

Knowledge and understanding of a selection of the parables from the set texts Matthew 13 and 25: The Sower; The Wheat and the Weeds, The Mustard Seed, The Leaven, The Hidden Treasure, The Pearl, The Parable of the Net, 10 Virgins, Talents, Sheep & Goats.

The skill is to select and deploy information from the prescribed parables to explain meanings and interpretations about the nature of the Kingdom.

Answers might include a brief explanation of background to the genre of teaching in parables as rooted in everyday life and events etc.

An explanation about the differing views on the eschatology of the parables might form part of an answer at any level of achievement but it should not be the sole substance of an answer.

Answers are likely to explore Jesus' method and purpose in teaching in parables to enable the audience to understand the nature of the Kingdom and the qualities needed for entry with references to O.T. ideas, preparedness, judgement etc. Also his awareness of audience eg Jesus explained the parable of the Sower, either because the disciples did not understand or to reinforce his teaching etc.

Some answers might explain some of the variety of different strands of understanding or interpretations that have been given to the parables, which might have taken them out of their original context etc.

AO2

Evaluation as to whether Jesus' teachings on the Kingdom of God in the parables are clear and led, or, will lead to a fuller understanding for his audience. Candidates might base their analysis on a straightforward reading of the parables or on the effect upon a contemporary or later audience.

Some responses might analyse the different strands of understanding needed as a difficulty of the parables – evidenced by the different interpretations by scholars etc.

Balanced answers might assess the arguments that the parables offer(ed) the opportunity for both success and failure to understand the nature of the Kingdom. Understanding is the responsibility of those who hear etc.

Comment might be made on the possible effects on interpretation and understanding of redaction of the original material.

- 6 'Jesus taught that forgiveness is unconditionally available for all.' Discuss with reference to the texts you have studied.**

AO1

Candidates might select evidence from the set texts to explain Jesus'/the gospel teaching on forgiveness. Selection might be made from the parables of The Lost, in Luke 15; the healing miracles in Mark eg The Paralysed Man, The Gerasene Demoniac, The Woman with Bleeding, the parables in Matthew 13 and 25. T

The selection of text might be relevant to the evaluation and from one, two or all three gospels.

Explanations and interpretations of the text selected are likely to show how forgiveness of sins is explicit or implied in the actions of Jesus and the recipient, or, in the case of parables, by the protagonists in the story. Some might explain the radical nature of Jesus' actions or teaching on this topic amongst Jews of 1st Century Palestine.

AO2

In evaluation, answers might use evidence from the texts to show that the gospels do teach that forgiveness is universally available for all.

However, a balanced view might be that forgiveness is conditional on the action of the believer. Some might argue, explicitly, or implicitly, that this is illustrated in different ways in the gospels and might be influenced by the purpose of the author eg repentance/seeking forgiveness in Luke 15; faith in the healing miracles in Mark, preparation for judgement in the parables in Matthew etc.

- 7 Discuss critically the theological purpose of the healing miracles in Mark's gospel.**

AO1

A selection of miracles from the specified text Mark 1–2 and 5, to explain the purpose of the miracle stories in the presentation of the gospel.

Some were symbolic demonstrations of God's forgiveness in action – to illustrate the link between sickness and sin/healing and forgiveness – salvation eg Jesus and the Leper, The Paralysed man etc. The exorcisms are about the conflict with evil and the authority of Jesus over evil eg the Man with the Unclean Spirit and the Gerasene Demoniac. Others emphasise the importance of personal faith to illuminate the deeper meaning eg Jairus' Daughter, The Woman with Bleeding.

Other theological themes might be explained such as miracles as evidence of the Kingdom or as evidence of Jesus as the Messiah (the Messianic Secret)).

AO2

From an analysis of the miracle stories, candidates might conclude that miracles are integral to the presentation of the gospel. They contain important aspects of original Christian teaching and either literally, or symbolically illustrate Christian theology and ethics. The gospel writer used them as instruction in Christian faith and life.

However, other views might be that their value is purely evidential – used by Mark to give credence to Jesus power and status and encourage faith but part of a separate tradition of wonder stories, not necessarily proof of divinity. There might also be views on the historical truth of the miracles.

- 8** 'The Sermon on the Mount (Matthew 5–7) was intended to present new challenges.' Discuss.

AO1

Candidates might use the prescribed text Matthew 5–7, identifying key texts from the Sermon on the abiding value of the Law and commenting on the role of the antitheses. Perhaps explaining the distinctive feature of Jesus' teaching in the Sermon eg using a moral injunction to supersede a more narrow law eg 'You have heard that it was said...But I tell you...' to challenge believers to submit to more strenuous commands of ethical behaviour.

Some answers might explain the style and language of the Sermon and Matthew's purpose in its presentation in his gospel in this particular way to establish links with Old Testament Law–giving.

AO2

The evaluation might assess the 'new challenges' posited in the question. In Judaism, interpreting the Law to include ethical behaviour and regulate moral as well as legal conduct was traditional rabbinic practice, the Sermon might be viewed in this light and so in style and language Jesus/Matthew was using a device not unfamiliar to the audience/reader.

However, the strenuousness of the commands, the exhortations to perfect behaviour might be seen to be 'new challenges' and an expansion of the Law. Candidates might give evidence of this from the text.

Some might argue that Jesus was concerned with pure motivation rather than obedience to the Law and that, in this way, the challenges were new.

There might also be consideration of the views of scholars that the teachings in the Sermon were challenging but were to be considered as an interim ethic in preparation for the forthcoming parousia etc.

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