

Religious Studies

General Certificate of Secondary Education **2391/01**

Christianity through a study of *either* Luke or Mark

Mark Scheme for June 2010

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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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INSTRUCTIONS FOR EXAMINERS**GENERAL POINTS**

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

Candidates should be able to:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets. Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

**MATRIX TO BE USED FOR AWARDING MARKS
ACCORDING TO LEVELS OF RESPONSE**

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

AO1

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3-4]	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5-6]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	A good response to the question. A fairly comprehensive account of the range and depth of relevant material.

AO2

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3-4]	A valid attempt to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5-6]	A competent attempt to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	A good response to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

AO3

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question. A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 [3]	A valid attempt to answer the question. An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [4]	A competent attempt to address the question. The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [5]	A good response to the question. The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. Reference must be made to the religion studied.

The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the compulsory question. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.

Section A Luke.

Picture stimulus – The Good Samaritan.

1 (a) Give an account of the Parable of the Good Samaritan. [8]

Description of the parable from Luke 10 v 30-37.

Answers are likely to cover, either by quotation or paraphrase, the main details of the parable.

The parable begins after the lawyer's question, at verse 30. Main details might be the man's journey Jerusalem to Jericho, fell into the hands of robbers, was stripped, beaten left for dead. Priest and Levite passed by. Samaritan took pity on him and bandaged wounds, put him on donkey, brought to inn, gave innkeeper silver coins (money) to look after him, promised to reimburse the innkeeper for extra cost.

Jesus question at the end, 'Which of these three was a neighbour...?' and the response should be included.

The preamble to the parable in verses 25-29 might be referred to but these details are not necessary to a full account.

(b) Explain how Jesus' teachings in the parable of the Good Samaritan might influence Christians. [7]

Candidates might explain Jesus' teaching in the parable, in response to the question 'Who is my neighbour?' as one of universalism. The Samaritan, the object of racism and prejudice acted better, showed more love and compassion, than the religious men.

The candidate's interpretation of the teaching might be developed to apply to Christian life today. Examples of actions/attitudes in resisting and opposing prejudice and stereotyping might be given as demonstrations of love and compassion etc.

**(c) 'It is good to be different.'
Do you agree? Give reasons for your answer to show that you have thought of different points of view. You must refer to Christianity in your answer. [5]**

Because of the nature of part (a) and (b) of the question, candidates might argue that it is good to embrace and celebrate differences of race, religion, culture etc..

Some candidates might argue that the Christian belief in universal love is important because we are all different and unique.

Whatever arguments are used in support of the statement, there might also be a balance of argument that 'different' should not mean better or cause conflict/ divisions with others.

2 (a) Describe the birth of Jesus in Bethlehem and the visit of the shepherds. [8]

Description of the events at the birth of Jesus. Luke 2:1-20.

Answers might cover the main details of the event by quotation or paraphrase.

The main details; the census, the journey to Bethlehem, Jesus born and laid in a manger because no room at the inn, the angel's message to the shepherds, the angel host singing praises, the shepherds' visit to Bethlehem.

Some candidates might include the shepherds' actions after seeing the baby and Mary's reactions in verses 18-20, however, some candidates may have written a full account before this.

(b) Explain why Christians consider it important to celebrate the birth of Jesus. [7]

Candidates might explain that Christmas is the celebration of the birth of Jesus and it is an important festival, as it celebrates the birth of Jesus as God incarnate; fulfilment of Old Testament prophecies, evidence of Jesus as Messiah, the virgin birth, Son of God.

For some Christians, the role of Mary is emphasised and exalted. The birth in the manger and the visit of the shepherds in Luke's account place important emphasis on humble beginnings and the universal nature of Jesus as Saviour.

Some Christians do discount the importance of the birth stories and if candidates explain this it should be rewarded.

**(c) 'Christian festivals should only be for Christians.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Arguments in support of the statement might offer opinion and evidence that Christian festivals are inextricably linked with Christian belief e.g. Christmas with Jesus as God incarnate and that those who do not share the beliefs should not celebrate the festival. Another view might be that most Christian festivals have a universal appeal as a celebration of love and unity and this, for a lot of people, overrides particular religious belief.

Some might argue that the Christian festivals are also secular/school holidays, at least in Britain.

Some candidates might focus their arguments on whether different world religions should celebrate one another's festivals.

3 (a) Describe the arrest of Jesus. [8]

Description of the arrest of Jesus Luke 22: 47-53.

Candidates are likely to cover the main details of the event by quotation or paraphrase.

A crowd approached Jesus, Judas approached Jesus to kiss him.

Jesus asked 'Judas are you betraying the Son of Man with a kiss?'

Followers: 'Lord shall we strike...? One cut off the ear of the servant of the High Priest.

Jesus answered 'No more of this...' touched and healed the man.

Jesus final words to the chief priests/temple guards:

(b) Explain why the account of Jesus' praying before his arrest is important for Christians. [7]

Jesus praying on the Mount of Olives Luke 22:39-46

Candidates might explain the circumstances, after the Last Supper and immediately before his arrest Jesus instructed the disciples to pray and then went off a distance from them and prayed himself.

Jesus' prayer shows him to be human and afraid of his fate. He addresses his prayer to 'Father' and asks for the suffering to be taken away. This might imply that Jesus, who had already predicted his death, knows his fate but he finishes his prayer in complete obedience to God's will, 'Not my will...' etc.

The importance of this account, for Christians, might be that Jesus felt the need to pray, he was frightened, God answered his prayer by sending an angel to strengthen him. The passage emphasises Jesus' suffering and sacrifice, he was in great anguish and his sweat fell like blood.

Some candidates might develop their answer to show why the events are important to Christians as proof that Jesus was Messiah/Son of God but human.

Some might explain the event as a demonstration of obedience to God and/or the value of prayer to Christians.

Some answers might include some explanation of the behaviour of the disciples.

**(c) 'Jesus died because people did not understand him.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Candidates might interpret 'people' as disciples, crowds, religious officials and all valid interpretations will be rewarded.

It might be argued, from evidence in the set texts that the disciples did not appear to fully understand Jesus. They deserted him when he was arrested.

The Chief Priests and teachers of the Law had plotted against him because his teaching criticised them and caused conflict. They understood him but did not like what he said.

Some candidates might argue that whether people understood Jesus or not was irrelevant as his death was predestined. Or, that Jesus teaching was (purposely?) not easy to understand.

4 (a) What did Jesus teach about the cost of being a disciple? [8]

Description of Luke 14:25-33.

Candidates might cover the main details of the teaching either by quotation or paraphrase.

Main details might include: the reference to 'whoever comes to me and does not hate father/mother/ wife children and even life itself cannot become my disciple...' 'whoever does not carry his cross and follow me.' The details of the two parables. Building the tower and estimating the cost and the need for a king to assess the strength of his force before going to war against another king. So the disciples need to show they are capable of giving up everything (possessions) if they are to be counted upon to be a disciple of Jesus. 'So therefore, none of you can become my disciple if you do not give up all your possessions.'

(b) How might Jesus' teaching on the cost of being a disciple influence Christians today? [7]

Candidates might explain the sacrifices that might be required of Christians in following the teachings of Christ. The disciples gave up their lives and families to follow Jesus, the teachings indicate that following Christ comes before family etc.

Some Christians put the teachings into practice by becoming priest, nuns, monks, missionaries etc. The teachings can also, in practical terms be about putting God first and trusting that other things, family, possessions etc. will be taken care of. The analogy/comparison with building the tower and the King might be explained in terms of knowing and being prepared to meet the commitment.

(c) 'Today, not many people are willing to be Christians.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation as to whether the commitment needed to follow Christianity and the teachings of Jesus seems out of place in today's world.

There might be arguments about the demands of a religious commitment being too restricting/too extreme.

Some might argue that loving and looking after eg your family is an important Christian value and it is possible to be a Christian in a more moderate way than giving up everything.

A balanced view might argue, with examples, that many people do have a Christian commitment and openly follow their faith.

Section B Mark

Picture stimulus – The Parable of the Sower.

5 (a) Give an account of the Parable of the Sower.**[8]**

The Parable of the Sower Mark 4:2-9, the explanation 13-20.

Answers are likely to include, by quotation or paraphrase, the main details of the parable and Jesus' explanation of its meaning.

A farmer went out to sow his seed.	Word of God.
Path – birds ate it.	Satan takes it away.
Rocky places, soil, too shallow	Hear with joy but
scorched because they had no root.	fall away when trouble or persecution comes.
Among thorns which choked the plants so could not bear grain.	Worries, wealth
Fell on good soil, produced a crop	desires choke the word.
- multiplied.	Hear it, accept it, produce a crop – multiplied.

(b) Explain how Jesus' teachings in the Parable of the Sower might be shown in the lives of Christians.**[7]**

Good explanations might compare the descriptions of the seed with the different ways Christians receive, understand and act upon the message of the gospel.

It might be explained how the various types of ground on which the seed falls (God's word) are reflected in different levels of Christian behaviour and commitment eg those who pay lip service to religion but have no real belief are like the seed which fell on the path etc.

Answers might attempt explanation of the meaning of how Christians can 'produce a crop – thirty, sixty or even a hundred times what was sown.' etc. and explanation of how Christians might be influenced to be like the seed which fell on the good soil.

(c) 'Good actions are more important than prayer.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.

[5]

Some candidates might argue that actions can be seen and benefit others. So, good actions, charity, spreading the word, setting an example of behaviour and commitment etc. are more important than prayer in Christianity.

However, another view might be that prayer is most important because it establishes a relationship with God and all good actions come from this. Prayer is an expression of belief and of spiritual benefit: it is used to ask for forgiveness.

Some candidates might give reasons why both are of equal merit to a practising Christian.

6 (a) Describe Jesus' Entry into Jerusalem. [8]

Description of Mark 11:1-11.

Answers might include the main details of the event in quotation or paraphrase. The instructions to the disciples about the colt, their subsequent actions/words when challenged. Cloaks thrown over the colt, for Jesus. The crowds' reaction to Jesus as he rode into Jerusalem – spread cloaks and branches and the words shouted, 'Hosanna'. Blessed is he...etc.

(b) Explain why the account of Jesus praying before his arrest is important for Christians. [7]

Jesus praying in Gethsemane Mark 14:32-42

Candidates might explain the circumstances, after the Last Supper and immediately before his arrest Jesus left his disciples to go to pray and he asked them to keep watch. He went a little further away to pray by himself, deeply distressed.

Jesus' prayer shows him to be human and afraid of his fate. He addresses his prayer to 'Father' and asks for the suffering to be taken away. This might imply that Jesus, who had already predicted his death, knows his fate but he finishes his prayer in complete obedience to God's will, 'Yet not what I will...' etc.

The importance of this account, for Christians, might be that Jesus felt the need to pray, he was frightened, The passage emphasises Jesus' suffering and sacrifice.

Some candidates might develop their answer to show why the events are important to Christians as proof that Jesus was Messiah/Son of God but human. Some might explain the event as a demonstration of obedience to God and/or the value of prayer to Christians.

Answers might include some explanation of the behaviour of the disciples and their weakness in failing to keep watch.

(c) 'Jesus died because people did not understand him.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates might interpret 'people' as disciples, crowds, religious officials and all valid interpretations will be rewarded.

It might be argued, from evidence in the set texts that the disciples did not appear to fully understand Jesus eg they deserted him when he was arrested.

The Chief Priests and teachers of the Law had plotted against him because his teaching criticised them and caused conflict. They understood him but did not like what he said.

Some candidates might argue that whether people understood Jesus or not was irrelevant as his death was predestined. Or, that Jesus teaching was (purposely?) not easy to understand.

7 (a) Describe the story of the widow's offering. [8]

Description of Mark 12:41-44.

Candidates might cover all the details of this short passage by either quotation or paraphrase.

Jesus sat down opposite the place where the offerings were put and watched people putting money into the Temple Treasury. Rich people threw in large amounts. A poor widow came and put in two very small copper coins worth only a fraction of a penny.

Jesus called the disciples to him. 'I tell you...this poor widow has put more into the treasury than all the others. They gave out of their wealth...she out of her poverty, put in everything, all she had to live on.'

(b) Explain how Christians might be influenced by Jesus' teaching about the use of wealth. [7]

Candidates might use the story of the widow's offering only, or, other teachings from the set texts.

Candidates are likely to explain why Jesus praised the widow and why her offering was greater than those of the wealthy who could easily afford their gift. The woman's sacrifice was total and might cause her hardship. She valued God more.

Some candidates might refer to other, similar teachings eg The Rich Young Man etc, but not necessarily.

The influence on Christians might be explained in terms of religious offerings/charity/self sacrifice etc. where, in following Jesus' teaching, the use or giving of wealth should not be a small proportion, easily afforded but a total commitment. Candidates might give examples of valuing/serving God more than wealth etc.

**(c) 'It is good to be different.'
Do you agree? Give reasons for your answer to show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Because of the nature of part (a) and (b) of the question, candidates might answer this evaluation from the point of view of 'different' being a Christian with a strong commitment to the correct use of wealth in a material world.

Alternatively, the answer might be based on other arguments of race, religion or culture.

Whatever arguments are used in support of the statement, there might also be a balance of argument that 'different' should not mean better (or boastful) or cause conflict/divisions with others.

8 (a) Describe what happened when the women discovered the empty tomb. [8]

Description of Mark 16:1-8.

Answers might include, either by quotation or paraphrase, the main details of the event; the women's conversation on the way to the tomb, the stone rolled away, the young man, his declaration of the resurrection. the women's reaction.

Some candidates may include material from Mark: 9-13 which can be credited, as happening on the same day (later material from Mark:14-20 is outside the remit of the question).

(b) Explain how belief in the resurrection of Jesus might influence the lives of Christians. [7]

Explanation of the importance of Christian belief in the resurrection of Jesus.

Answers might explain that the resurrection is a cornerstone belief, which should influence the way in which Christians live and worship. Easter celebration might be mentioned. The focus of the answer should be on the resurrection rather than the death of Jesus. The resurrection was evidence of eternal life and the fulfilment of God's promise also proof of Jesus as the Son of God. The message of the resurrection influences Christians to live a life by Christian principles. Some may make a link with baptism etc

Some candidates may refer to the individual hope of 'going to heaven' etc. and this should be rewarded appropriately.

**(c) 'Christian festivals should only be for Christians.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Arguments in support of the statement might offer opinion and evidence that Christian festivals are inextricably linked with Christian belief e.g. Christmas with Jesus as God incarnate and that those who do not share the beliefs should not celebrate the festival.

Another view might be that most Christian festivals have a universal appeal as a celebration of love and unity and this, for a lot of people, overrides particular religious belief.

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