

**GCSE**

**Religious Studies A (World Religion(s))**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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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## Annotations

	Blank Page – this annotation <b>must</b> 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.
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## 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

<b>Level 3</b> <b>5-6</b>	<p>A <b>good</b> answer to the question.  Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range/depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>
<b>Level 2</b> <b>3-4</b>	<p>A <b>satisfactory</b> answer to the question.  Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
<b>Level 1</b> <b>1-2</b>	<p>A <b>weak</b> attempt to answer the question.  Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>

## AO2 part (e) question

<p><b>Level 4</b> <b>10-12</b></p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> </ul> <p>Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4-6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> </ul> <p>There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7-9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> </ul> <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1-3</b></p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> </ul> <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>

## MARK SCHEME

## THE BAPTISM OF JESUS (Mark1:9-11)

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• In the river Jordan, or,</li> <li>• in the Jordan</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p>Responses:</p> <ul style="list-style-type: none"> <li>• Camel hair clothing</li> <li>• a leather belt around his waist</li> </ul> <p>One mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• After him would come one more powerful than himself</li> <li>• He would not be worthy to untie the straps of that person's sandals</li> <li>• That person would baptise with the Holy Spirit</li> </ul> <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The narrative is a clear sign of Jesus' divine nature ('you are my son...') and messianic status. These are very important ideas in Mark's gospel. The voice of God himself shows God's intervention into this world in a dramatic way and this shows the importance of this episode in the gospel.</p> <p>In addition, the Holy Spirit plays a dramatic part in the episode in empowering Jesus as Son and Messiah. This sends a powerful message of the identity and authority of Jesus right from the start of Mark's gospel and it signals the start of Jesus' ministry. In addition, the fact that Jesus himself is baptised may be argued to validate the importance of this ritual for Christians today.</p> <p>The account validates Jesus' credentials as the Son of God right from the start of the gospel and gives Christians evidence of his divinity and of the power of the Holy Spirit in him.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>It might be argued that John's baptism seemed to involve only adults rather than children and so restricting the ceremony to adults would be more Biblical.</p> <p>Some might argue that a call to repentance and forgiveness would be more appropriate for people making a personal and public commitment when they are mature and intellectually capable of making decisions for themselves.</p> <p>However, it might be argued that families should have the right to continue family traditions of infant baptism and to inculcate youngsters into spiritual life from an early age. Some candidates may wish to discuss the importance of christenings/baptisms as notable and affirming family occasions and they may even refer to such ceremonies that they have attended or taken part in. Some candidates may comment on the socialising effect of services of baptism/christenings as a way of bonding families and friends in a common faith, affirming their own baptismal vows. Similarly infant baptism offers godparents the opportunity to exercise spiritual care and encouragement and help to nurture young people into a Christian faith.</p> <p>Some other arguments may take different modern Christian denominational practices into account (e.g. Baptists compared to Anglicans). Others may refer to Christian ceremonies such as Confirmation or Believers' Baptism as being a more important ceremony as it implies a more conscious commitment on the part of a person.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	

Question	Answer	Mark	Guidance
	<b>JESUS WALKS ON THE WATER (6: 45-52)</b>		
2	(a) Responses might include: <ul style="list-style-type: none"> <li>• The wind was against them, or,</li> <li>• They were rowing against the wind.</li> </ul> One mark for response.	1	
	(b) Responses: <ol style="list-style-type: none"> <li>1) They thought he was a ghost. Or, he walked on the water</li> <li>2) Take courage, or, It is I, or don't be afraid.</li> </ol> One mark for each response.		
	(c) Responses might include: <ul style="list-style-type: none"> <li>• He climbed into the boat</li> <li>• The wind died down / the sea became calm.</li> <li>• They were amazed.</li> <li>• They did not understand; their hearts were hardened</li> <li>• They landed the boat at Gennesaret</li> </ul> One mark for each response.	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some people believe that faith can offer comfort in dangerous circumstances and that we should trust in God. So this story can act as a positive example to show that God can help us in our anxieties and difficulties in life. Jesus commands them not to be afraid: perhaps modern Christians should feel assured and more confident.</p> <p>Some candidates may discuss circumstances where courage and faith have carried people through desperate times.</p> <p>Christians may believe that our characters may be tested and improved through such trials. The disciples are implicitly criticised for the immaturity of their faith and perhaps Christians are charged to learn from their mistakes in this story.</p> <p>The story could be argued to demonstrate Jesus' saving power from nature and evil.</p> <p>Some candidates may discuss the reasons for the inability of the disciples to understand this experience and to learn from it.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some may discuss the nature of miracles as a suspension of the normal laws of the universe and their role in demonstrating the ultimate power of God. As such, it may be argued that such miracles are by their very nature incapable of full human understanding or rationalisation.</p> <p>Some candidates might write about the ways in which miracles could encourage attitudes such as gratitude, reverence or faith in response to miracles. This personal and emotional impact of a miracle might be argued to be more important than a scientific or rational 'explaining away' of it.</p> <p>Arguments in support of this statement might be reinforced by reference to possible symbolic interpretations of miracle stories or their background in, for example Old Testament scripture or discussion of their role in supporting religious faith.</p> <p>However, it might be argued that it is problematic to accept miracles as valid or as historically reliable accounts because they may contain supernatural traits and because they do not match a modern scientific world view.</p> <p>Some candidates may respond by comparing literal views and interpretations of miracles to those which are more metaphorically based.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	

Question		Answer	Mark	Guidance
		<b>JESUS ARRESTED (14: 43-51)</b>		
3	(a)	<p>The correct response would be:</p> <ul style="list-style-type: none"> <li>• Judas</li> <li>• Judas Iscariot.</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p>Responses:</p> <ul style="list-style-type: none"> <li>• Am I leading a rebellion</li> <li>• That you have come with swords and clubs to capture me?</li> </ul> <p>One mark for each response.</p>	2	
	(c)	<p>Responses:</p> <ul style="list-style-type: none"> <li>• Every day I was with you teaching in the Temple...</li> <li>• You did not arrest me</li> <li>• But the Scriptures must be fulfilled</li> </ul> <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jesus was regarded by his enemies as a blasphemer – e.g. Accused of threatening the Temple and claiming to be the Messiah before the High Priest. Candidates may ascribe motivation such as jealousy or fear of disturbing the peace.</p> <p>Some will say that Jesus was a victim of Judas’ treachery and may ascribe some motivation for this. Others may point to episodes of controversy and friction with the Jewish authorities and may comment on the causes of this (e.g. Sabbath healings, the “Temple Cleansing”).</p> <p>Some candidates may dwell on possible Roman interpretation of claims for Jesus as messiah as a political claim to kingship which they would seek to punish to maintain their authority.</p> <p>There may be comment about Jesus’ refusal to escape and his acceptance of God’s will as being a factor in the arrest (“Let your will be done”).</p> <p>Some candidates may present answers relating to Christian understandings of the arrest of Jesus as part of God’s plan. Others may develop this with reference to Mark’s theme of the “Suffering Messiah/Servant”.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates might consider the issue of under what circumstances it is acceptable to challenge authority or the law in an attitude of principled objection. They might seek to discuss our moral obligation to criticise constructively and to lobby for change, perhaps as a democratic right.</p> <p>Candidates might refer to and discuss well known figures such as Dr. Martin Luther King Junior, the Suffragettes or Mahatma Gandhi who advocated and lead 'Direct Action' to challenge injustice.</p> <p>Others may discuss the area of divine authority and sanction compared to human or secular notions of authority. Some may link this to a consideration of the extent to which Jesus might or might not justifiably be regarded as a "rebel".</p> <p>However, a balanced view might also examine the importance of law and authority in providing stability and a well ordered society. This argument could examine the dangers presented by those who seek to overturn the rules for their own interests or minority positions without considering principles or the needs of wider society. Some might go on to discuss the Christian teaching that God maintains rulers and leaders by divine sanction.</p> <p>It is possible that some candidates will make reference to Jesus' words, "Pay to Caesar what is Caesar's and pay to God what belongs to God" as a way of discussing the wider topic whether it be God or secular authorities we owe allegiance to. Some candidates may judge that God's is the only real authority which Christians should never question under any circumstances; they may make a clear distinction between divine and human forms of authority.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
	<b>Total</b>	<b>51</b>	

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