

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

General Certificate of Secondary Education

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

## **Mark Scheme for June 2011**

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## AO1 part (d) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<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>
Level 2 3-4	<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>
Level 3 5-6	<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 and 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>

## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	<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> <li>• Errors of grammar, punctuation and spelling may be intrusive.</li> </ul>
Level 2 4-6	<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> <li>• There may be errors in spelling, grammar and punctuation.</li> </ul>
Level 3 7-9	<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> <li>• There may be occasional errors in spelling, grammar and punctuation.</li> </ul>
Level 4 10-12	<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> <li>• Few, if any errors in spelling, grammar and punctuation.</li> </ul>

Question	Expected Answers	Marks	Additional Guidance
1 (a)	<p><b>The parable of the lost son. Luke 15: 11-32</b></p> <p><b>Before he left home, what did the younger son ask his father to give him?</b></p> <p>Response might include:</p> <ul style="list-style-type: none"> <li>• his inheritance</li> <li>• his share of the estate</li> <li>• money</li> </ul> <p>1 mark for response</p>	<b>[1]</b>	
(b)	<p><b>State the names of two other parables in Luke about the 'lost'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• lost sheep</li> <li>• lost coin.</li> </ul> <p>1 mark for each response</p>	<b>[2]</b>	
(c)	<p><b>In the parable of the lost son, what happened to the younger son after he left home?</b></p> <p>Responses might include, in quote or paraphrase form:</p> <p>He squandered his wealth in wild living.  There was a severe famine and he was starving (in need).  He hired himself out to a citizen (farmer) to feed pigs.  He was so hungry he longed to eat the pig food.  He came to his senses (realised the error of his ways).</p> <p>A statement 1 mark, with development 2 marks, with amplification 3 marks.</p>	<b>[3]</b>	

Question	Expected Answers	Marks	Additional Guidance
(d)	<p><b>Explain what this parable teaches about forgiveness and the nature of God.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Answers might explain the allegorical nature of the parable: the Father as God, the sinfulness of the younger son and his remorse when he returned home to the father, who was already waiting for him with forgiveness.</p> <p>Some candidates might explain that this teaching, on the unconditional nature of God's forgiveness and his celebration (the robe, ring, feast etc) on the repentance of a sinner was the opposite to that believed by the Pharisees (as in the reaction of the elder son).</p>	<b>[6]</b>	
(e)	<p><b>'Only people who are truly sorry for their sins can be forgiven.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue and offer reasons why forgiveness should either be conditional or unconditional on the repentance/remorse of the sinner.</p> <p>Some might argue that forgiveness by humans is often dependant on the nature of the crime/sin. The nature of repentance and the extent of the sincerity of the remorse might also be a factor.</p> <p>Some might judge that only God can carry out unconditional forgiveness. However, there might be reasons offered why unconditional forgiveness brings solace and closure to victims and their families regardless of the repentance of the sinner.</p> <p>Some candidates might discuss evidence for or against the statement from other parts of the gospel(s) e.g. at the crucifixion, Jesus said 'father forgive them for they do not know what they are doing.'</p>	<b>[12]</b>	<p>Note: On part (e) of all questions, levels 3 and 4 require a personal response.</p> <p>A candidate who makes no personal response will achieve level 2.</p> <p>An appropriate personal response will achieve level 3.</p> <p>The personal response should be developed to achieve level 4.</p>
<b>Total [24]</b>			

Question	Expected Answers	Marks	Additional Guidance
2 (a)	<p><b>Outcasts: Zacchaeus the tax collector. Luke 19: 1-10</b></p> <p><b>Why were tax collectors hated by the Jewish people in the time of Jesus?</b></p> <p>Response might include:</p> <ul style="list-style-type: none"> <li>• they collected taxes for the Romans</li> <li>• they cheated people</li> <li>• they were considered to be unclean/outcasts/sinful.</li> </ul> <p>1 mark for response</p>	<b>[1]</b>	
(b)	<p><b>State</b></p> <p><b>(i) what Zacchaeus did so he could see Jesus;</b></p> <p>Climbed a (sycamore) tree.</p> <p><b>(ii) what Jesus said to Zacchaeus when he saw him.</b></p> <p>Come down (immediately), I must stay at your house...</p> <p>1 mark for each response</p>	<b>[2]</b>	
(c)	<p><b>What did Zacchaeus say he would do to make up for what he had done wrong?</b></p> <p>Responses might include in quote or paraphrase from:</p> <ul style="list-style-type: none"> <li>• here and now I give half my possessions to the poor</li> <li>• and if I have cheated anybody out of anything</li> <li>• I will pay back four times the amount.</li> </ul> <p>A statement 1 mark, development 1 mark with amplification 1 mark.</p>	<b>[3]</b>	

Question	Expected Answers	Marks	Additional Guidance
(d)	<p><b>Explain how the story of Zacchaeus shows Jesus' concern for outcasts and sinners.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Zacchaeus was an outcast in Jewish society because he was a tax collector working for the Romans and suspected of cheating people. He was considered to be a sinner. Jesus' actions would have been a challenge to the Jewish religious leaders, especially the pharisees.</p> <p>This story of Zacchaeus shows that Jesus purposely singles him out and chooses to spend time at his house. Zacchaeus immediately repents his wrongdoing and offers to make good the wrong he has done, four times over. He also offers to give half his possessions to the poor.</p> <p>Jesus' reply 'salvation has come to this house' shows that Zacchaeus has repented and is saved. This shows salvation is for all (universal) and Jesus' purpose e.g. 'I have not come to call the righteous but sinner's to repentance'.</p> <p>Candidates might, explain that this emphasis on God's salvation for sinners is a distinctive theme in Luke's gospel. Some candidates might refer to similar stories in Luke.</p>	<b>[6]</b>	

Question	Expected Answers	Marks	Additional Guidance
(e)	<p><b>'Luke's gospel is the best guide for Christian life today.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that the distinctive emphasis in Luke's gospel on the poor and oppressed makes it a good guide for ethical life today, particularly for Christians.</p> <p>Throughout the gospel, in his ministry, Jesus is seen to care for, heal and save the outcasts and sinners and this could be an example for today, in loving others and acting accordingly.</p> <p>The teachings in Luke are universal to all religions and seen as a way for Christians and other believers to achieve closeness to God.</p> <p>Another view might be that the teachings in Luke are universal because they are also considered correct behaviour by people who are not religious.</p> <p>Some might argue that the ideas and events portrayed in the gospel are far removed from present time and that the idealised portrayal of Jesus saving the poor does not have relevance in today's secular society in Britain.</p> <p>There might be views expressed that other gospels also guide Christians and each gospel has a different emphasis and purpose and so no gospel is better than another. Other sources of materials also guide Christians eg church teachings, the Bible, in general. Religious leaders/teachers also play their part.</p>	[12]	
		<b>Total [24]</b>	

Question		Expected Answers	Marks	Additional Guidance
3	(a)	<p><b>The events of Pentecost. ACTS 2: 1-15, 37-41</b></p> <p><b>Which other book in the New Testament might have been written by Luke?</b></p> <p>Acts.</p> <p>1 mark for response</p>	[1]	
	(b)	<p><b>Give two unusual events that happened when the Holy Spirit came to the disciples at Pentecost.</b></p> <p>Responses might include any <b>two</b> details, in quote or paraphrase, from:</p> <ul style="list-style-type: none"> <li>• a violent wind came from heaven</li> <li>• tongues of fire separated and came to rest on each of them</li> <li>• they were filled with the Holy Spirit</li> <li>• they began to speak in tongues.</li> </ul> <p>1 mark for each response.</p>	[2]	
	(c)	<p><b>Describe what happened during Pentecost, when the crowd saw and heard the disciples.</b></p> <p>Responses might include, in quote or paraphrase form:</p> <ul style="list-style-type: none"> <li>• the crowd heard the disciples speaking in their own languages</li> <li>• they were amazed/perplexed</li> <li>• some made fun of the disciples and said 'they have had too much wine'</li> <li>• Peter spoke to the crowd</li> <li>• 'fellow Jews and all who live in Jerusalem'</li> <li>• 'these men are not drunk it is only nine o'clock in the morning'</li> <li>• Peter made a speech (details not necessary as not on spec)</li> <li>• Peter told the people to repent and be baptised</li> <li>• 3000 people were baptised on that day.</li> </ul> <p>Candidates may either give three discrete points, or a statement 1 mark, development 1 mark with amplification 1 mark.</p>	[3]	

Question	Expected Answers	Marks	Additional Guidance
(d)	<p><b>Explain why the events of Pentecost are important to Christians.</b></p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Pentecost was the time when the disciples received the Holy Spirit and baptised 3000 people. Peter preached to the people to repent and be baptised, which emphasises the importance of the sacrament baptism and the need for repentance.</p> <p>Candidates might explain the significance of the Holy Spirit for Christians and that after receiving the Holy Spirit, as Jesus had promised, the apostles began their mission of teaching and preaching. The events of Pentecost also provide evidence that the gospel message was for all, Jews and gentiles eg they all heard the message, simultaneously, in their own language.</p> <p>Some candidates might explain that Pentecost is a festival in the Christian Church that marks the birth of the early church. Whit Sunday is also a time when, customarily, baptisms take place.</p> <p>Some candidates might explain the importance of the work of the Holy Spirit in Christian belief today and as part of the Trinity, Father, Son and Holy Spirit.</p>	<b>[6]</b>	

Question	Expected Answers	Marks	Additional Guidance
(e)	<p><b>'It takes courage to follow a religion.'</b></p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates might refer to the likelihood that, before Pentecost, the disciples were afraid and they showed courage in meeting up again. They were rewarded by a renewal of faith (through the Holy Spirit) and were brave enough to begin preaching about Jesus.</p> <p>Some answers might refer to other teachings, e.g. the cost of being a disciple, as explained by Jesus in Luke 14:25-33, 'The Narrow Door' or Peter's lack of courage when he denied Jesus.</p> <p>Candidates are most likely to refer to the practising of religion today and the view of Christianity as a minority group, which makes it difficult for Christians to practise and profess their faith.</p> <p>Some might argue, with reasons, that being part of a Christian community supports believers in their faith.</p> <p>Some candidates might give examples of courageous Christian lives of either famous people or people they know in their community.</p>	<b>[12]</b>	
	<b>Total</b>	<b>[24]</b>	

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