



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### Religious Studies

### Unit RS03

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### Unit 3: An Introduction to the New Testament

#### Examination Levels of Response: AS Level descriptors

[Marks for 10-mark questions are shown in brackets]

Level	Quality of Written Communication in AO1 and AO2	Descriptor AO1	Marks	Descriptor AO2	Marks
5	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, grammar and punctuation.	A thorough treatment of the topic. Information is highly accurate and relevant. Good understanding is demonstrated through appropriate evidence/examples.	20-17 [10-9]	A very good response to issue(s) raised. Different views are clearly explained with supporting evidence and arguments, and critically analysed. A process of reasoning leads to an appropriate evaluation.	10-9
4	Appropriate form and style of writing; generally clear and coherent organisation of information; mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of accuracy in spelling, grammar and punctuation.	A fairly thorough treatment of the topic. Information is mostly accurate and relevant. Good understanding is demonstrated through use of some appropriate evidence/ examples.	16-13 [8-7]	A good response to issue(s) raised. Different views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning.	8-7
3	Mainly appropriate form and style of writing; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic. Key facts and ideas are included, showing reasonable understanding, using appropriate evidence/ examples.	12-9 [6-5]	Main issue(s) is/are addressed and different views are considered with some supporting evidence or argument, and some attempt at analysis or comment. Evaluation may not be fully supported by reasoning and evidence.	6-5
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to make meaning clear.	An outline account, including some relevant material. Limited in breadth or depth. Limited understanding but some use of some evidence/ examples. Some coherence.	8-5 [4-3]	Aspects of the issue(s) are understood and different views are mentioned. Some simple reasons or evidence are given in support of a conclusion, or an adequate but one-sided argument is presented.	4-3
1	Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.	Isolated elements of accurate and relevant information. Some signs of understanding.	4-1 [2-1]	Basic reasons or evidence presented to support a view that is relevant to the question.	2-1

1 *Read the passage and answer questions (a) to (d) which follow.*

*“The Gospel writers presented the death of Jesus as the result of the definite plan of God, and as a revelation of the person of Jesus. However as Paul says in 1 Corinthians 1, the death of Jesus was ‘a stumbling block to Jews and folly to Gentiles’.”*

- (a) *Explain how Mark’s presentation of Jesus’ crucifixion and death shows the death to be a deliberate act planned by God.*

**Mark 15: 21-47**

The account shows parallels and links to Old Testament prophecy and its fulfilment in Jesus’ death.

The words from the Cross can be seen as Old Testament reference and final victory as indicated by Psalm 22.

Events accompanying the death (Temple curtain, etc.) suggest victory and death was deliberate.

Centurion’s statement may suggest seeing God in the event.

Jesus’ refusal to save himself suggests this is deliberate act.

Maximum Level 3 if not illustrated from text.

*(10 marks) AO1*

- (b) *Outline what may be learned about the person of Jesus from Luke’s account of Jesus’ crucifixion and death.*

**Luke 23: 6-56**

Possible discipleship theme as they carry cross behind Jesus (i.e. follow him)

Role of women and Jesus’ concern for outcasts and disadvantaged. This is made more explicit in story of the penitent thief who is forgiven.

Concern for others in Jesus statement about forgiveness “forgive them...”

In control – “Into your hands I commit my spirit”

Innocence of Jesus – statement by centurion.

Maximum Level 3 if not illustrated from text.

Maximum marks if three fully explained.

*(10 marks) AO1*

- (c) *Explain what Paul meant when he said that the death of Jesus was “a stumbling block to Jews and folly to Gentiles”.*

**1 Corinthians**

Stumbling block to Jews.

Folly / Foolishness to Gentiles.

Need to explain why the account of the death of Jesus would have that reaction.

Jews demanded signs whilst the Greeks sought wisdom. The death seemed to deny both these things.

In contrast, the power of God and the wisdom of God reversed the world’s ideas.

Jesus seen as source of our righteousness, holiness, and redemption.

Maximum Level 3 if only **one** of Jew or Gentile discussed.

*(10 marks) AO1*

- (d) *Assess the view that Jesus' death has no relevance in the 21<sup>st</sup> century.*

**No relevance**

Happened too long ago  
How can one person's death be significant?  
Accounts are not reliable  
No evidence that there is a God

**Relevant**

God reveals himself  
God's plan will affect all. If true, it IS relevant since it affects eternity  
Not believing it won't affect whether it is true or not

Maximum Level 2 if only one view discussed.

*(10 marks)* AO2

- 2 (a) *What may be learned about the person of Jesus from John's prologue (John 1<sup>1-18</sup>)?*

**Prologue**

Possible areas to comment on include:

Logos  
With God  
Was God  
Creator  
Life  
Light  
Superior to John  
Not recognised  
Children of God  
Became flesh, walked, etc.  
From Father, full of grace and Truth

These ideas need to be examined for marks above Level 2.

Beware of paraphrase from text.

*(20 marks)* AO1

- (b) *Explain the reasons why many would claim that the Birth narrative in Luke's Gospel is not historical, and assess the view that it is of no value to the modern reader.*

**Birth narrative**

**Not historical** Contradict, contrary to known history, supernatural, symbolic, against science.  
Maximum Level 3 if no text referred to.

(10 marks) AO1

**No value** Not true, meanings of symbols not clear.

**Value** Because true, even if symbolic it can express truth, can be helpful as picture.

**Modern reader** Value and view of historical worth will depend on reader (believer / non-believer).

Comment about modern reader for Level 5.  
Maximum Level 2 if only one view given.

(10 marks) AO2

- 3 (a) *What may be learned about the person of Jesus from the accounts of the miracle of Calming the Storm?*

**Calming the Storm**

Possible answers may include:

Power over nature

Link with attributes of God

Jesus overcomes storm (eschatological aspect)

Encourages followers, Jesus in control

Jesus present with disciples

Lord / Teacher

Maximum Level 3 if no reference to text.

(10 marks) AO1

- (b)(i) *Explain how critical approaches (for example form criticism and narrative criticism) can be applied to the accounts of Calming the Storm.*

May also refer to Source and Redaction

**Sources** From Mark (four source hypothesis)

**Form** Structure three fold (need / action / reaction)

Influenced by Greek myths / Old Testament

Selection and adaption by Early Church via oral period

How early Church may have adapted to their needs

**Redaction** Changes made by editor

Reasons for changes / theological

**Narrative** Structure of story and way it is presented

Reason for particular style / what is trying to be achieved

Level 5 if at least two critical approaches are fully discussed with reference to account.

(10 marks) AO1

- (b)(ii) *Assess the view that such critical approaches are unhelpful for an understanding of the miracle stories.*

**Unhelpful**

Question reliability

Implies we do not have words / actions of Jesus but of EC / Evangelists

Destructive to foundations of faith

Criticisms are in error / wrong / not valid (e.g. not long oral period)

**Helpful**

Realise gone through transmission history

Can understand different sitzen im leben

Understand meanings better

Can derive actual words of Jesus on occasions

Maximum Level 2 if only one view discussed.

*(10 marks)*

**AO2**