



## General Certificate of Education

# Religious Studies 5061

*RS03 An introduction to the New Testament*

## Mark Scheme

*2007 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

**Examination Levels of Response****Religious Studies (Advanced Subsidiary) AS Level Descriptors****[Marks for 10-mark questions are shown in brackets]**

<b>Level</b>	<b>AS Descriptors for Quality of Written Communication in AO1 and AO2</b>	<b>AS Descriptor AO1</b>	<b>Marks</b>	<b>AS Descriptor AO2</b>	<b>Marks</b>
<b>5</b>	Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	<b>13-15</b> <b>[9-10]</b>	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion.	<b>13-15</b>
<b>4</b>	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 spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	<b>10-12</b> <b>[7-8]</b>	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	<b>10-12</b>
<b>3</b>	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be 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 within the time available. Key ideas and facts are included, showing reasonable understanding.	<b>7-9</b> <b>[5-6]</b>	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	<b>7-9</b>
<b>2</b>	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	<b>4-6</b> <b>[3-4]</b>	A simple argument, with some evidence in support.	<b>4-6</b>
<b>1</b>	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	<b>1-3</b> <b>[1-2]</b>	A few basic points which are relevant, but no real argument.	<b>1-3</b>
<b>0</b>	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	<b>0</b>	No attempt to engage with the question or nothing of relevance.	<b>0</b>

## **RS03: An introduction to the New Testament**

- 1 *Read this passage and answer parts (a) and (b) which follow.*

*‘The gospel writers selected and shaped their material with a particular community in mind. They included material that would be relevant and meaningful to that community. For example, Matthew wrote his gospel for Jews, so he included references to the Jewish Scriptures.’*

- (a) *Outline the evidence to support the view that the Parable of The Great Feast in Matthew was written for Jews.*

**Matthew 22** <sup>1-14</sup>

Jewish background to parable  
Symbolism: wedding – messianic banquet  
King – kingdom  
Killed servants – prophets  
Burned city – Jerusalem, idea of judgement  
Omissions / changes from Luke:  
Man / banquet / no war / no servants killed

**Maximum marks possible** without reference to wedding clothes verses (11 – 14)  
Level 3 maximum if evidence not explained but just listed.

**(10 marks) AO1**

- (b) *Explain what the Parable of the Great Feast in Matthew teaches about the Kingdom of God.*

Jesus is King  
Entry is through accepting invitation by Jesus  
Religious over earthly  
Prophets rejected by Jews  
Crises of responding or being judged  
Forfeit by Israel / judgement  
Given to Gentiles

Level 3 maximum if no reference made to text.

**(10 marks) AO1**

- 2 (a) *Examine the teaching about the person of Jesus in Matthew’s and Luke’s accounts of the healing of the Centurion’s Slave.*

**Luke 7** <sup>1-10</sup> / **Matthew 8** <sup>5-13</sup>

Authority  
Faith  
Power of command by word  
Supernatural powers to heal at distance  
Compassion  
Concern for all

Level 4 (10 marks) maximum if no reference made to text.

**(15 marks) AO1**

- (b) ***Outline the teaching on the work of Jesus in the miracle of Legion, and assess the claim that, when the gospel writers describe miracles, they focus chiefly on the person of Jesus.***

**Possible teaching may include:**

Exorcism – removal of evil  
Means of entry into the Kingdom  
Eschatological event began with coming of Jesus  
Punishing demons at end of world / judgement  
Jesus invites non-Jews  
Jesus demands faith (man to tell people).

Level 5 possible for 3 areas discussed.

**(10 marks) AO1**

**For**

Emphasis on Jesus and reactions to him, rather than the person healed  
Possible wider reference to other miracles to support claim.

**Against**

Evidence of different focus, e.g. evidence of Kingdom of God arrived, evangelists' interests (outcasts), emphasis on faith  
Discussion about "main".

**(15 marks) AO2**

- 3 (a) ***Examine the distinctive features of Luke's account of Jesus' crucifixion and death.***

Women  
Forgiveness  
Innocence / righteous – conversation of two criminals crucified with Jesus, centurion soldier  
In control of events – Jesus attends to needs of others, prayer from Cross  
Discipleship – emphasis on people following him including Simon from Cyrene  
Emphasis on outcasts – criminal offered paradise  
Significance / meaning of his death – curtain of temple, darkness.

Level 2 maximum for text summary.

Level 3 maximum for general features of Luke or selection of special Luke material in account.

Level 5 possible for three features explained and illustrated.

**(15 marks) AO1**

- (b)(i) *Explain why Mark's account of Jesus' crucifixion and death is different from Luke's.*

**Mark 15** <sup>21–47</sup>; **Luke 23** <sup>26–56</sup>

Different sources / eyewitnesses

Redactional interests / readers and aims of writers

Development by Early Church

Level 3 maximum if identified how they are different rather than why they are different.

Level 5 requires reference to text illustrated.

*(10 marks)*    **AO1**

- (ii) *Assess the view that the accounts of Jesus' crucifixion and death have no relevance for 21<sup>st</sup> century readers.*

**No relevance**

Happened too long ago

How can one person's death be significant?

Accounts are not reliable / idea of God dying

No evidence that there is a God.

**Relevant**

God reveals himself

God's plan will affect all. Affects eternity if true

Central to Christianity and Christian message.

*(15 marks)*    **AO2**