



General Certificate of Education

# **Religious Studies 1061**

RSS07      New Testament

## **Mark Scheme**

*2010 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.

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## Examination Levels of Response

### Religious Studies (Advanced Subsidiary) AS Level Descriptors

Level	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks	AS Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic within the time available. Information is accurate and relevant, and good understanding is demonstrated through use of appropriate evidence / examples	28-30	A well-focused, reasoned response to the issues raised. Different views are clearly explained with supporting evidence and argument. There is some critical analysis. An appropriate evaluation is supported by reasoned argument.	14-15	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility; high level of accuracy in spelling punctuation and grammar.
6	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / example(s)	24-27	A mostly relevant, reasoned response to the issues raised. Different views are explained with some supporting evidence and argument. There is some analysis. An evaluation is made which is consistent with some of the reasoning.	12-13	
5	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, with some development, showing reasonable understanding through use of relevant evidence / example(s).	20-23	A partially successful attempt to sustain a reasoned argument. Some attempt at analysis or comment and recognition of more than one point of view. Ideas adequately explained.	10-11	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.
4	A generally satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing some understanding and coherence.	15-19	A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.	7-9	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.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	5-6	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9	A superficial response to the question with some attempt at reasoning.	3-4	Little clarity and 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.
1	Isolated elements of partly accurate information little related to the question.	1-4	A few basic points, with no supporting argument or justification.	1-2	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

## RSS07 New Testament

- 1 (a) **Examine the reasons why the stories about Jesus were committed to writing.**

Expect an overall view covering such things as eye witnesses dying, spread of Christianity, liturgical need, evangelism. Candidates should give some evidence from text to support.

Expect some candidates to refer to individual aims of gospels and relate that to why stories were committed to writing.

**(30 marks) AO1**

- 1 (b) **‘Given the time gap between the events in the life of Jesus and the time that the gospels were written down, there is good reason to doubt the accuracy of the accounts.’**

**To what extent do you agree with this claim?**

**Agree with claim**

E.g. Long time gap allows for errors and additions to stories, nature of stories (supernatural) suggest later myths developing about Jesus, differences between accounts show development of beliefs about Jesus.

**Disagree with claim**

Expect some reference to eye-witnesses still alive, importance of truth as character of follower of Jesus, stories not disputed.

Some candidates may challenge original premise (i.e. that there was a long gap).

**(15 marks) AO2**

- 2 (a) **Explain the purpose of parables, with reference to any one parable in the synoptic gospels.**

Answers should focus on one or more purposes (e.g. teaching form that people would easily remember / allowed people to go away and work out the meaning for themselves. Expect reference to text.

Some answers may well have broader coverage and some explanation. Expect some reference to Mark 4<sup>10-12</sup>. Candidates should make clear reference to one parable. Any parable from the synoptic gospels is acceptable.

**(30 marks) AO1**

- 2 (b) **‘Out of context, the parables cannot be understood.’**

**Assess this claim.**

**Support claim**

E.g. Need to understand background / culture / symbols to interpret parable. Allegories unclear / theologians differ as to how the parables are to be understood.  
Expect candidates to make reference to modern biblical criticism and the layers of transmission.

**Challenge claim**

Stories with clear meanings / some explained such as sower.  
Expect some reference back to Mark 4<sup>10-12</sup> Holy Spirit gives spiritual insight.

**(15 marks) AO2**

- 3 (a) **Examine the main differences between Matthew’s and Luke’s accounts of Jesus’ crucifixion and death.**

Expect identification of key differences with some explanation. For instance, Luke’s addition of the two criminals crucified with Jesus, the differences in the words from the Cross, the tombs opening.

Expect clear reference to the text and candidates seeing some link / theme to the differences in each Gospel, e.g. Luke’s interest in outcast / women.

**(30 marks) AO1**

- 3 (b) **‘There is no satisfactory explanation for the differences between Matthew’s and Luke’s accounts of Jesus’ crucifixion and death.’**

**Assess this claim.**

**Support for claim**

Contradictory, cannot be harmonised. This requires candidates to explain what is contradictory about differences rather than just repeating part (a).  
Expect discussion that there are explanations but they are not satisfactory.

**Challenge to claim**

E.g. Different sources / different interests of writers.  
Sources / redaction explain differences / problem of contradictions. Alternative view that differences can be harmonised and so explained. Expect reference to text to illustrate.

**(15 marks) AO2**

**4 (a) Examine scholars' views of the theological message of Jesus' resurrection.**

Candidates may give more general list of content of message, e.g. proves who Jesus was / evidence of life after death.

However, expect a more specific focus on each of Matthew's and Luke's gospel accounts. Candidates may make reference to such things as readership / Old Testament fulfilment / messianic evidence / Jesus' death effective.

Candidates should focus on actual message rather than be descriptive / narrate.

Names of particular scholars are not required for Level 7.

**(30 marks) AO1**

**(b) 'The gospel accounts of the resurrection appearances of Jesus are historical rather than symbolic.'**

**To what extent do you agree with this claim?**

**Agree with claim**

Expect reference to historic detail and eye witness evidence / appeal made to empty tomb.

**Challenge to claim**

E.g. Supernatural therefore not literal / historical events. Symbolism in accounts, e.g. parallels with myths. Contradictions between accounts.

Credit candidates who give general arguments to support / challenge resurrection as well as specific reference to gospel accounts.

Expect some candidates to argue that not a case of 'either' / 'or' but 'and', i.e. both historical and symbolic.

**(15 marks) AO2**