



GCE MARKING SCHEME

SUMMER 2016

RELIGIOUS STUDIES

RS1/2 BS

INTRODUCTION TO BIBLICAL STUDIES

1344/01

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

AS RELIGIOUS STUDIES

MARKING INSTRUCTIONS

ASSESSMENT

1. Each question is to be marked according to the stated level descriptors. In such marking, it is essential that the whole response to a part-question is read and then allocated to the level it best fits. Examiners may wish to underline significant features or make a brief comment to justify the level allocated.
2. Where a band of marks is allocated to a level, discrimination will be made with reference to the development of the response.
3. Quality of written communication is assessed as an integral part of the level descriptors; no additional weighting should be given to this factor when determining the level of response of a candidate's piece of work.
4. The standard of subject content and quality of language to be expected is that of a student midway through an A Level course. In other words, the AS standard is above GCSE but below A Level.
5. All part-answers on the examination paper should be treated equally in terms of demand and attribution of marks.
6. Where a **single** relevant statement has been made in an AO1 response, Level 1 should be awarded. However, a single relevant statement would not justify the top mark of the Level being awarded.
7. Aim to use the full mark range. Do not hesitate to award maximum marks to responses that meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.
8. It is a feature of levels of response marking that examiners are prepared to reward fully responses which are valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary **occasionally** and where this occurs examiners must indicate by a brief written explanation why their assessment does not conform to the levels of response descriptors laid down in the mark scheme.
9. Apply the principle of salvage between the two parts of a question so that due credit is given for relevant knowledge, understanding and evaluation, even if the material is misplaced.

METHODS OF MARKING

10. The assessed level of response to each part of each question should be indicated in the left-hand margin (L1, L2 etc), leaving the right-hand margin for the numerical award.
11. No half marks or bonus marks are to be awarded under any circumstances.
12. A ringed total, indicating the total marks gained in responses to both parts of a question, should be shown at the end of each complete answer.
13. Any written comments on scripts should be factual, preferably using the terminology found in the level descriptors. It is important that such terminology is only from the descriptor of the level awarded (e.g. *bare outline* is only applicable to AO1, Level 2). No reference should be made to the possible grade achieved and no derogatory comments should be made.
14. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
15. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
16. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

SAMPLE SCRIPTS

17. Send ten scripts to the Principal Examiner (with a **stamped self-addressed envelope** for their return to you) by first-class letter post within 60 hours of the standardisation meeting of examiners. Please ensure that the correct postage is put on the envelopes.
18. All **three** parts of the Initial Sample record sheet should be sent to the Principal Examiner with the scripts. **Keep a record of your original marks.**
19. Write a large **S** on the front cover of each of the ten scripts you send **and** check the 'S' box on the electronic marking form by the mark awarded to each of these scripts (regardless of whether or not the mark was changed by the Principal Examiner).
20. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

EXAMINER'S REPORT

21. A written question-by-question report on the performance of candidates, as evidenced in the scripts you have marked, should be sent to the Principal Examiner **within five days** of the stated date for completion of marking. This is **essential**, not optional. Your report is most helpful if it contains comments on frequent misunderstandings, weaknesses, common errors and questions which caused difficulties, as well as positive qualities, good practice and encouraging features. A comment that a particular question is answered well or badly is of no value unless accompanied by some specific explanation.

GENERIC LEVEL DESCRIPTORS

Level	Units 1 and 2 AS AO1 Descriptor	Marks
7	A thorough answer in the time available; an accurate and relevant treatment of the topic, showing thorough knowledge and understanding. Effective use is made of well-chosen evidence and examples where appropriate. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation.	30-28
6	A fairly full answer in the time available, including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Apt use is made of evidence and examples where appropriate. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation.	27-25
5	Addresses the question; mainly accurate and largely relevant knowledge; demonstrates understanding of main ideas. Some use is made of evidence or examples where appropriate. Form and style of writing are suitable. Most of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	24-20
4	A partially adequate treatment of the topic; mainly accurate and largely relevant knowledge; basic or patchy understanding; little use made of relevant evidence and examples. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	19-15
3	Outline answer. Knowledge limited to basics, or low level of accuracy and or/relevance. Limited understanding. Evidence and examples lacking or barely relevant. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate.	14-10
2	A bare outline with elements of relevant accurate information showing a glimmer of understanding, or an informed answer missing the point of the question. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	9-5
1	Isolated elements of approximately accurate information loosely related to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	4-1
0	No accurate, relevant knowledge or understanding demonstrated.	0

Level	Units 1 and 2 AS AO2 Descriptor	Marks
7	A thorough response to issue(s) raised in the time available. Different views are analysed and evaluated. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation.	15-14
6	A fairly full response to issue(s) raised in the time available. Different views are considered, with some critical analysis or comment. The argument is adequately supported by reasoning and/or evidence. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation.	13-12
5	Addresses the main issue(s). More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. The argument is partially supported by reasoning and/or evidence. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	11-10
4	Some grasp of the main issue(s) is shown; analysis or comment is limited. An attempt is made to construct an argument, partially supported by some reasoning and/or evidence. Little or no recognition of more than one view. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	9-7
3	Issue(s) only partly understood and appreciated. Some limited attempt made at analysis or comment. Reasoning is simplistic and basic. Evidence is minimal. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate.	6-5
2	Some brief attempt made to address the question in a very simple way, with little understanding, analysis or reasoning. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	4-3
1	Some isolated points relevant to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	2-1
0	No valid relevant reasoning.	0

GCE RELIGIOUS STUDIES (AS)

SUMMER 20126 MARK SCHEME

RS1/2 BS Introduction to Biblical Studies

SECTION A: INTRODUCTION TO THE OLD TESTAMENT (AS)

To be read in conjunction with the generic level descriptors provided by the chief examiner. What follows is the knowledge base according to which marks are to be allocated as described in the generic level descriptors.

- Q.1 (a) Examine the main characteristics of Old Testament apocalyptic literature. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

Apocalyptic (Greek *apokalypsis* = unveiling) writers claim that God's secret purpose has been revealed to them in a vision. They usually write in symbolic language the name of heroes from Israel's history. They attempt to explain why the Jews, who believed that they were the elect people of God, were an oppressed, suffering people. The writing is often dualistic, i.e. it describes a struggle between the kingdoms of light and darkness. Satan controls this age, but God will ultimately prevail and establish a perfect new world order. This hope often centres on the coming of the Messiah. The aim is to encourage Jewish resistance at times of national crisis, e.g. the persecution by king Antiochus Epiphanes (167 BC).

- (b) 'There is no difference between Old Testament prophetic literature and Old Testament apocalyptic literature.' Assess this view. [AO2 15]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

They share a common goal – to point people to God – prophecy by condemning the nation's sins and calling for repentance; apocalyptic literature by a symbolic description of the ultimate triumph of God. Apocalyptic is merely a perception of prophecy that became popular in the post-exilic era.

Against:

Differences include: (i) Prophetic literature dates from the C8th to the C5th BCE, apocalyptic literature from the C2nd BCE to New Testament times. Most prophecy is directed at Israel or Judah when they were sovereign nations. Apocalyptic literature flourished when the Jews were living under foreign rule. (ii) Apocalyptic is expressed through a vision. Most prophecy is expressed as the Word of God. (iii) Prophetic imagery is easily understood. Apocalyptic imagery is strange and esoteric. (iv) Prophecy is aimed at bringing people to repentance. Apocalyptic is aimed at encouraging people in difficult times.

- Q.2 (a) Examine how the problems faced by the Israelites in Egypt and during the Exodus were solved. [AO1 30]

Candidates are likely to include some or all of the following, but other relevant points will be credited.

Expect a summary of Exodus 7-15: *the ten plagues*: blood, frogs, lice, flies, death of animals, boils, hail, locusts, darkness, death of first-born; *the institution of the Passover meal* on the night when God delivered Israel; the beginning of a religious tradition in Israel, the feast of Passover or Unleavened Bread; *the departure from Egypt*: 600,000 men of military age plus wives, children, cattle and sheep; *the subsequent deliverance at the Red Sea*; the columns of smoke and fire, the separating of the waves; the drowning of Pharaoh's army; the Songs of Moses and Miriam.

- (b) 'The Exodus never happened.'
Assess this view. [AO2 15]

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For: The numbers and the route taken are implausible; the date given in (I Kings 6:1) – 480 years before the fourth year of Solomon's reign (i.e. c. 958 BCE), which places it in 1438 BCE – is dubious; some elements, e.g. the columns of smoke and fire, smack of mythology.

Against: Something must have happened to make such an impression on Hebrew thought; the exodus is considered the most crucial event in the history of Israel – it gave birth to a people and their religion and is still commemorated by Jews today; no nation would make up a story that its roots lie in slavery and subjugation.

- Q.3 (a) Examine the form and conditionality of God's covenant with Moses. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

A covenant made between God and the nation of Israel through Moses at Mount Sinai (Exodus 19-24), in which God reminds the people of their obligation to be obedient to his law, and the people agree. It is ratified by the sprinkling of blood and sets the nation of Israel apart from all other nations as God's chosen people. It centres on God's giving his divine law (the Decalogue, but also the whole Torah) to Moses and differs from other Old Testament covenants in that it is conditional. If Israel is obedient, God will bless them; if they are disobedient, he will punish them and reserves the right to cancel the covenant. God promises to make Israel 'a kingdom of priests and a holy nation' that would reveal him to other peoples.

- (b) 'The biblical covenant with Moses is nothing like ancient Near Eastern treaties.' Assess this view. [AO2 15]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

The treaties were used to subjugate vassal kingdoms. The model does not appear to be a good model for a loving God's dealings with his elect people. It also belonged to the world of settled peoples and would not have been meaningful to the semi-nomadic Hebrews.

Against:

Ancient Hittite treaties include a preamble, a historical prologue, stipulations, arrangements for the preservation of the treaty, witnesses and sanctions. Exodus 20 contains only the first three of these elements, but the account of the covenant renewal ritual in Joshua 24: 1-28 contains them all.

- Q.4 (a) Examine the traditions reflected in the biblical accounts of the origins of the Hebrew monarchy. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

There are two traditions: (i) *the Saul tradition* (I Samuel 9:10-16); pro-monarchy: searching for lost asses, Saul consults Samuel, who is described as a seer; having been informed by God that Saul was the divine choice, Samuel anoints him king in a private ceremony. On his way home, Saul meets a band of ecstatic prophets and demonstrates his charisma. His selection is part of a divine plan. A corresponding account in I Samuel 11:1-11, has Saul publically crowned king at Gilgal following his successful defence of the people of Jabesh-Gilead against Ammonite tyranny; (ii) *the Samuel tradition* (I Samuel 8; 10:17-24; 12:1-5): anti-monarchy: in their desire to be like other nations, the people demand a king. Samuel warns of the dangers but, when the people insist, Saul is chosen by sacred lot.

- (b) 'Establishing a monarchy in Israel was a negative development.' Assess this view. [AO2 15]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

This appears to be the view of the Deuteronomistic historians, who believed that Israel should have no king but Yahweh. They are keen to emphasise the weaknesses of each of the first three kings: Saul was a manic-depressive and ineffectual except as a military leader; David committed adultery and murder; Solomon was a spendthrift playboy, who taxed the people heavily. Ten of the twelve tribes eventually seceded to establish their own kingdom.

Against:

The old system of government by tribal judges was untenable in the light of developments in neighbouring nations. Under David and Solomon, Israel became a united and powerful empire, with a centralised government, a standing army and a wealthy capital. David is held up as a model king, and Solomon is famed for his wisdom. Even Saul appears to have been held in high regard by his own tribe, the Benjaminites.

RS1/2 BS Introduction to Biblical Studies

SECTION B: Introduction to the New Testament (AS)

To be read in conjunction with the generic level descriptors provided by the chief examiner. What follows is the knowledge base according to which marks are to be allocated as described in the generic level descriptors.

- Q.1 (a) Examine the key themes in the accounts of Jesus' birth in Matthew and Luke. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

The basic themes revolve around Jesus being both divine and human. Both Matthew and Luke agree that he was born in Bethlehem to Mary and Joseph, that he was the Son of God, conceived of the Holy Spirit, and that Mary was a virgin. This conviction is emphasised with reference (i) to several supernatural elements – an angel appears three times to Joseph and also to the Wise Men (Matthew) and to Mary and the shepherds (Luke) and a star appears to guide the Wise Men to Bethlehem; (ii) the fulfilment of Old Testament prophecy, especially in Matthew. Other elements emphasise Jesus' humanity (e.g. in Luke, his poverty, his circumcision). Both narratives attempt to express the doctrine of the Incarnation – that Jesus was God in human form.

- (b) 'The differences between Matthew and Luke's account of Jesus' birth cannot be harmonised.' Assess this view. [AO2 15]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

There are too many. Matthew writes from Joseph's viewpoint, and mentions the Wise Men, the slaughter of the infants, the flight to Egypt, etc. Luke writes from Mary's, and mentions the shepherds, the presentation of Christ in the Temple, etc. Matthew quotes extensively from the Old Testament. Luke includes several canticles which may have been hymns of the early church. We might expect more agreement on such a significant event.

Against:

The differences merely reflect the evangelists' interests. Matthew was writing for Jews, hence his appeal to Hebrew prophecy. Luke was writing for Gentiles, hence his insistence that the old order has passed away. Could not an angel have appeared to both Joseph and Mary? Could not Jesus have been visited by both Wise Men and shepherds? There is no need for harmonisation if we accept that both accounts aim at proving a theological point, i.e. that Jesus is the Messiah.

- Q.2 (a) Explain how Form Criticism has been used to interpret two parables that you have studied. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

Form Criticism is the study of pericopae which may have been orally transmitted in the early church and used by the gospel writers. Jesus' original parables were short sayings which he did not explain. The early church made up a story leading up to the saying, elaborated the saying itself and sometimes provided a complex interpretation of it. Expect examples, e.g. the Parable of the Sower, where Mark builds up an elaborate parable based on a simple saying of Jesus (something to the effect that the Kingdom will flourish despite setbacks), and attempts to explain every component of it in two confused lines of interpretation, neither of which fits the parable. He is then copied by Matthew and Luke.

Max L5 (20) for candidates who make no explicit reference to form criticism.

- (b) 'The only aim of Jesus' parables was to teach his followers how to live.' Assess this view. [AO2 15]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

Some of Jesus' parables can be interpreted as ethical teaching, e.g. the Prodigal Son teaches forgiveness, the Good Samaritan mercy, the Great Banquet preparedness. We can follow this teaching without believing that Jesus was divine.

Against:

Jesus' parables have a divine dimension. Their themes include the Kingdom of God, God's grace and the value and cost of discipleship. To believe that they are the teaching of the Son of God gives them added authority.

- 3 (a) Examine the purposes of Matthew and Luke in their accounts of the miracle of the Healing of the Centurion's Servant. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

The accounts, which have several words and phrases in common, appear to be parallel accounts, except that in Matthew's the centurion comes to Jesus himself, while in Luke's he sends elders of the Jews. In both accounts the centurion, despite his rank, is humble and sees himself as unworthy to approach Jesus, whose holiness he recognises. He has faith in Jesus' supernatural ability to heal, but does not ask for a sign. Jesus ' marvels' at his 'great faith'. The miracle is intended to show (i) Jesus' divinity: he can heal the sick without even seeing them; (ii) his humanity: he understands how difficult it is for people to have faith; (iii) that faith transcends race: this is emphasised particularly in Matthew, whose gospel may be intended for Jews.

- (b) **‘Miracles are the most important aspect of Jesus’ ministry.’** [AO2 15]
Assess this view.

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

To believers, they not only demonstrate God’s pity for suffering humanity, they also prove Jesus’ divinity, because it is only God who has power over nature and death. The greatest miracle of all was the resurrection, which is the cornerstone of Christianity, and without which Christian faith is based on a falsehood. If Jesus is not God, then it follows that his teachings have no authority.

Against:

They are the least believable aspect of Jesus’ ministry, and may deter some people from becoming Christians. They may have been made up by the early church to demonstrate that Jesus is God. The call for demythologisation. Jesus’ life and teaching are far more important.

- 4 (a) **Examine Luke’s account of the crucifixion of Jesus.** [AO1 30]

Candidates are likely to include some or all of the following, but other relevant points will be credited.

As in Matthew and Mark, Jesus gets help to carry his cross from Simon of Cyrene. It is not stated at what hour the crucifixion starts. The inscription on the cross reads ‘This is the King of the Jews’. Jesus is crucified with two thieves. One thief taunts him and is criticised by the other, whom Jesus tells that he will be with him in paradise ‘that day’. Jesus is given vinegar, but does not drink. A centurion exclaims ‘Truly, this man was innocent’ (‘was the Son of God’ in Matthew and Mark). His friends and some women watch the crucifixion ‘from afar’. Jesus’ last words are ‘Father, into thy hands I commit my spirit’. No earthquake is mentioned.

- (b) **‘It is the resurrection of Jesus that matters, not his death.’** [AO2 15]
Assess this view.

Candidates are likely to include some or all of the following, but other relevant points will be credited.

For:

The gospel writers finished with the resurrection because it was (i) a unique historical event; (ii) a necessary happy ending without which the whole gospel story would have been bleak and hopeless; (iii) a final proof of their claim that Jesus was the Son of God.

Against: The gospel writers give more detail and space to Jesus’ death than to his resurrection. Everything hinges on it. It is the most moving element, and has fired the imagination of theologians, poets, artists and musicians ever since. If Jesus had not died, there could have been no resurrection.