



General Certificate of Education

Religious Studies 1061

RSS07 New Testament

Mark Scheme

2009 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	
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	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.
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

RSS07: New Testament**1 (a) Examine why the writers of the synoptic gospels edited the material they used.**

Expect candidates to focus on how the individual Gospel writers have shaped material to particular audience and the needs of that audience. This may include aims of writer and identifying particular theological emphasis, e.g.

- Mark and writing to Christians suffering persecution. Theological emphasis on Messianic Secret.
- Matthew and writing to Jewish Christians. Emphasis on the role of the Church, presentation of Jesus as “New Moses” and Jesus fulfilling Old Testament prophecy.
- Luke and writing to Gentiles. Emphasis on salvation history and outcasts.

Candidates may also focus on general reasons for editing, e.g. use of numerous sources.

Basic answers will tend to list reasons without explanation.

More developed answers will move away from a list approach and explain how the reasons selected contributed to the synoptic gospels being written. Expect some breadth of selection of reasons, possibly with examples from text.

Maximum Level 4 if reasons listed rather than examined.

(30 marks) AO1

(b) Assess the claim that the synoptic gospels cannot be trusted to give an accurate account of the life of Jesus.**In support of view**

Expect focus on the length of the gap between the events and the writing of the gospels, and the content of the gospels being contradictory, Form criticism and influence of Early Church.

Challenging the view

Expect responses to above views, e.g. length of time short, accuracy of Jewish tradition, similar rather than different, harmonising accounts for full picture, form and redaction criticism are based on wrong assumptions.

Expect some reference back to part (a) and editing of gospels. Expect some reference to “cannot be trusted...accurate...”.

(15 marks) AO2

2 (a) Examine the theology and teaching found in the Parable of the Tenants in the Vineyard.

Expect the allegorical features of the parable to be interpreted, e.g. owner is God, the servants are the prophets, the son is Jesus.

For developed answers there should be a focus on the teaching and theology, e.g. about the Kingdom of God, the death of Jesus, the Pharisees seeing the parable was against them, the idea that Kingdom open to others, the characteristics of God such as patient and judge.

Maximum Level 2 if there is just a summary of the text.

Maximum Level 4 if there is no reference to the text to support teaching / theology.

(30 marks) AO1

(b) Assess the view that the main purpose of the parables was to give guidance for behaviour.

In support of view

Expect reference to parables that refer specifically to behaviour / attitudes, e.g. Good Samaritan; support for view that Christianity is about right living.

Challenging the view

Expect reference to parables about the Kingdom of God / teaching about God; problem of different *sitz im leben* and changes to parables.

Expect some reference to "main" purpose, e.g. one aspect about Kingdom is how we should behave as members of the Kingdom.

(15 marks) AO2

3 (a) Explain what Mark and Luke teach about the person of Jesus in their accounts of his crucifixion and death.

Expect for **Mark's Gospel**

Fulfilled prophecy / king / Christ / human / Son of God / divine / significance of Temple curtain torn.

Expect for **Luke's Gospel**

Innocent / forgiving / in control / discipleship / Christ / King / righteous man / authority / obedience.

Maximum Level 4 if no reference to text to support the teaching about person of Jesus.

(30 marks) AO1

- (b) **‘Luke’s claims about the person of Jesus are unconvincing.’**

Assess this view with reference to Luke’s account of Jesus’ crucifixion and death.

In support of view

e.g. reference to the supernatural elements of the claims / claims are contradictory / form and redaction show material unreliable / theological problems arising – can God die? (Jesus’ death on Cross)

Challenging the view

Accounts reliable / eyewitnesses / Jesus’ life shows he is divine / resurrection authenticates claims.

Expect an appropriate evaluation in terms of “convincing...unconvincing”.

(15 marks) AO2

- 4 (a) **Examine the main differences between the accounts of the resurrection of Jesus recorded in Matthew and Luke.**

Differences in **Matthew’s gospel**

e.g. guard on tomb / earthquake / angel rolls stone open and sits on it / guards like dead me / disciples worship him / clasp feet / tell them to go to Galilee / guards asleep / bribed / great commission.

Differences in **Luke’s gospel**

e.g. two men at tomb / conversation with women / Peter runs to tomb / Road to Emmaus account / appearance - not a ghost-eats / stay in Jerusalem.

Maximum Level 4 if differences are listed rather than “examined”.

Full marks can be gained either if candidates focus on just the events at tomb or if they focus wider and include the appearances.

(30 marks) AO1

- (b) **‘The resurrection narratives are of little importance for Christian faith.’**

Assess the truth of this claim.

In support of view

e.g. the resurrection narratives are myth and therefore of no importance, the accounts are unreliable / symbolic / importance is right behaviour.

Challenging the view

e.g. authenticates Jesus / shows he was successful in his mission / forgiveness / barrier to God removed / guarantees future life.

Expect some reference to “little importance”.

(15 marks) AO2