



General Certificate of Education

Religious Studies 1061

RSS07 New Testament

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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*

01 Examine the relationship between the three synoptic gospels.

Expect references to the fact that there are similarities (e.g. order / wording) and differences between the gospels. There should be some evidence from the actual text to illustrate.

Reference to explanation for the similarities and differences may include the Two Source theory of Mark priority and Quelle. Expect some evidence to support priority of Mark.

Other theories (e.g. Matthew priority / Four Source theory) are also to be credited.

Maximum Level 5 if only similarities and differences fully discussed without any reference to possible explanations accounting for relationship.

(30 marks) AO1

02 'There would be more advantage in having a single gospel than having three similar gospels.'

Assess this claim.

In support of claim

- Expect presentation of view that one gospel would give us a fuller continuous account so we would get a more detailed and complete picture of Jesus' ministry and life.
- An alternative view, but on the same side, might be that one account removes all the apparent contradictions / differences between the synoptic accounts.

Challenge the claim

- Expect presentation of view that three gospels give us a broader more comprehensive view representing different aspects of Jesus' life and ministry.
- Expect some reference to redaction criticism and the various focuses of the three gospels (e.g. drawing out the different aspects of Jesus).
- Also expect responses to views given in support of claim.
- Expect some reference to "more advantage" so that there is a clear assessment of the claim.

(15 marks) AO2

03 With reference to one healing miracle, explain the role and purpose of healing miracles in the synoptic gospels.

Expect discussion of role and purpose such as showing compassion, care, faith, divinity, aspects of the Kingdom. These should be illustrated from the healing miracle selected.

Healing miracles in the synoptic gospels but not specifically on the specifications will be credited.

Maximum Level 2 if healing miracle just narrated.

(30 marks) AO1

04 'In a scientific age, Jesus' healings still have meaning.'

Assess this claim.

In support of claim

Expect focus on the miracles having symbolic meaning or that they were psychological healings. Candidates may focus on claim that science is neutral as to whether miracles happen, in which case miracles may show Jesus' power over the natural world. If miracles true, then they show who Jesus is and candidates may refer to question of faith.

Challenging the claim

Expect responses to above views. Candidates may argue that science shows miracles as impossible and therefore meaningless since they are not authentic. Expect some debate about the claims of science and the problems of symbolism.

(15 marks) AO2

05 Examine the main differences between Matthew's and Luke's accounts of the trials of Jesus.

Expect key differences such as Matthew has trial before Caiaphas whilst Luke omits this; inclusion by Matthew of Pilate's wife's dream and washing of hands; Luke includes appearance before Herod and Pilate's claims that Jesus is innocent.

Examination of the differences may lead to discussion as to why there are these particular differences. For example, candidates may refer to redactional insights or source criticism.

Maximum Level 5 for identification only of differences without any discussion / examination.

(30 marks) AO1

06 Assess the claim that Jesus was crucified because he was a threat to Pilate.

In support of claim

- Expect focus on Jesus as threat.
- Candidates may explore the political threats that Jesus posed and the pressure of the religious authorities on Pilate to take action, e.g. that it was the Sanhedrin who saw Jesus as a threat and wanted him killed.
- Expect evidence to support view that Pilate's action reflects his sense of a threat.
- Reference might also be made to Pilate's position as Procurator and the volatile situation.

For challenge to claim

- Expect alternative explanations, e.g. that it was God's plan that Jesus should die and so all other explanations are incidental.
- There should be an appropriate conclusion that makes some attempt at assessing the claim.

(15 marks) AO2

07 Explain what Mark and Luke teach about the person of Jesus in their accounts of his resurrection.

Expect reference to Jesus overcoming death, the supernatural aspect of the event, the power and authority of Jesus, his divinity and humanity. Aspects should be illustrated and evidenced from text.

Expect candidates to be aware of Mark's additional resurrection passages.

Maximum Level 5 if not evidenced from text.

(30 marks) AO1

08 'The longer ending of Mark's Gospel (Mark 16⁹⁻²⁰) cannot be considered authentic.'

Assess this claim.

In support of claim

- Expect reference to manuscript evidence, e.g. different styles, Mary Magdalene reintroduced, best mss stop at verse 8.
- The contents of the longer ending suggesting a summary from other parts of New Testament.

For challenge to claim

- Seems more natural ending.
- Irenaeus used the verses as part of Gospel.
- Candidates may argue that even though the ending is an addition, it is still authentic.
- Expect some candidates to make reference to issue about 'Word of God' in wider view of 'authenticity'.
- Expect argument to be centred on the debate about 'authenticity'.

(15 marks) AO2