



**General Certificate of Education  
June 2010**

**Religious Studies**

**RSS07**

**New Testament**

**AS Unit G**

**Final**

***Mark Scheme***

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 A01	Marks	AS Descriptor A02	Marks	AS Descriptors for Quality of Written Communication in A01 and A02
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*

### Question 1 How the synoptic gospels came into being

0	1	<b>Examine the evidence that the Gospel of Mark was the first gospel to be written.</b>
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Candidates should have a broad coverage of evidence that is discussed. Expect points such as 'Mark is the shortest Gospel' to be evidenced and explained as to why that supports Mark being the first gospel written.

Expect detail in the evidence with some reference to text where applicable. For instance, evidence such as only 31 verses of Mark not in Matthew; Luke / style / theological changes by Matthew and Luke; Mark not first has more problems.

**(30 marks) AO1**

0	2	<b>'Understanding how the gospels came into being is of little help in understanding the synoptic gospels themselves.' Assess this claim.</b>
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#### **Support claim**

E.g. the contents are understandable in their own right; God speaks through gospel for today so transmission history irrelevant.

The transmission history is not reliable – we are not sure of process by which the gospels came into being.

#### **Challenge to claim**

E.g. the history of transmission helps us see layers and the different levels of meaning – expect some reference to text to support. The gospels have been through a complex transmission history therefore we should not read them as though they are verbatim words of Jesus, etc.

**(15 marks) AO2**

### Question 2 Aspects of Jesus' teaching and action, parables and healings

0	3	<b>Examine the theology and teaching found in the accounts of the healing of Legion.</b>
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Expect a range of general teaching, e.g. power of Jesus / recognition of Jesus by evil spirits. Answers should move away from the narrative and descriptive and focus on examining the teaching and theology.

Expect reference to text and such teaching as recognition of Jesus as Son of Most High God / reveals teaching about Kingdom of God / eschatological teaching.

Expect theology and teaching aspects to overlap.

**(30 marks) AO1**

0	4
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**'The teaching behind the stories of healings by Jesus can only be understood with help from scholars.'** To what extent do you agree with this claim?

**Support claim**

Different culture / era / language to present day readers so requires experts to help guide us.

Expect some illustrations from text as to how scholars can help given their expertise / insights to ancient view of God and healings.

**Challenge to claim**

Alternative view may include: can understand basic common sense accounts. Don't require that detailed understanding from scholarship / word of God speaks to reader.

Expect some reference to text to support view.

**(15 marks) AO2**

**Question 3 The arrest, trial and death of Jesus**

0	5
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**Explain what Matthew and Luke teach about the person of Jesus in their accounts of Jesus' trials.**

Expect candidates to cover a range of teaching, e.g. Messiah / innocence.

Candidates should focus and refer to both Matthew's and Luke's account.

Expect teaching on person of Jesus as Son of God and Son of Man / fulfilment of prophecy.

Reference should be made to text to support discussion.

If only discussed one gospel then maximum Level 5 (23 marks).

**(30 marks) AO1**

0	6
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**'Matthew's and Luke's accounts of Jesus' trials are historically accurate.'**  
**Assess this claim.**

**Support claim**

E.g. consistent with what we know of times / main agreement between gospel accounts.

**Challenge claim**

Expect some critique of view, e.g. inconsistent with what we know of times / differences between accounts / trial not consistent with Mishnah / role of Pilate questioned.

Expect some candidates to debate extent to which they are accurate, e.g. are trials before Sanhedrin as reliable as the trial before Pilate, etc.

**(15 marks) AO2**

**Question 4 The resurrection of Jesus**

<b>0</b>	<b>7</b>
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**Examine the similarities and differences between the accounts of the resurrection appearances of Jesus recorded in Matthew and Luke.**

In terms of the resurrection appearances of Jesus there are only broad similarities, e.g. Jesus has risen, first day of the week, women involved, they tell the disciples, final speech with 11 disciples.

Expect a range of differences between the two gospel accounts, e.g. Matthew's account of the women meeting Jesus / Luke has the story of Emmaus and Jesus eating fish / locations (Galilee and Bethany) / final speech content.

Expect some detailed points about both order and events.

**(30 marks) AO1**

<b>0</b>	<b>8</b>
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**'There is no satisfactory explanation of the differences between the accounts of the resurrection appearances of Jesus recorded in Matthew and Luke.'**  
**Assess this claim.**

**Support 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 / readership / different purpose or aim of gospel 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**