



**General Certificate of Education
June 2012**

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 students' 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 students' 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.

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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*

Question 1 How the synoptic gospels came into being

0	1
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Examine why:

- the synoptic gospels were committed to writing
- the writers edited material as they wrote the synoptic gospels.

Reasons why the synoptic gospels were committed to writing might include: Eye-witnesses dying, growth and spread of Christianity, need for worship/ liturgical material, need for evangelistic material, apologetic needs, challenge to heresy, delay in Parousia.

Reasons why writers edited material might include:

Variety of sources used needed editing.

The conclusions from redaction criticism about the theological aims of the editors of the individual gospels (e.g. Matthew and discipleship, Luke and salvation history, Mark and the Messianic secret).

Other reasons might be indicated by considering the characteristics, structure and possible readership of each gospel:

For instance: Matthew - writing to Jewish Christians, use of Old Testament and prophecies, teaching manual. Luke – writing to gentile Christians, historical account, link with Acts of the Apostles. Mark – writing to Christians in Rome, evangelistic with emphasis on the Passion account.

Expect some support from text to illustrate.

Level 7 by depth or breadth.

Maximum level 5 (23) if only one part answered.

(30 marks)

AO1

0	2
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'It is an advantage to have three similar gospels rather than just one gospel.'

Assess this 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 advantage of drawing out the different aspects of Jesus.

For challenge to 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,

An appropriate conclusion should be expressed in terms of "assess" and some discussion about "extent to which it is an advantage".

(15 marks)

AO2

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

0	3
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Examine the purpose of parables with reference to the Parable of the Tenants in the Vineyard.

Expect reference to purpose being teaching about the Kingdom of God and aspects of the Kingdom (e.g. the nature of the King; how to enter kingdom; who enters)
Other purposes may include –avenues of understanding, handles by which one can grasp the Kingdom, to confront people, ways of remembering Jesus’ teaching.
Different *sitz im leben* and possible different purposes.

Expect reference to text of parable of Tenants in Vineyard to illustrate.

Maximum level 5(23) if general discussion about purpose of parables and no clear reference to Parable of the Tenants of the Vineyard.

Maximum level 5 (23) if general discussion about meaning of Parable of Tenants in Vineyard but no clear reference to purpose.

Maximum level 2 (9) if narrative of parable only.

(30 marks)

AO1

0	4
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**‘The parables of Jesus cannot be fully understood in the 21st century.’
Assess this claim.**

Expect support for claim to include problems of interpreting, including allegory.
Problem of knowing context and awareness of possible adaption by editors to fit purpose. Different culture/era/language to present day readers.

Expect challenge to claim to include - basic common sense accounts. Scholarship can help get back to original context. Word of God speaks to reader/work of Holy Spirit.

An appropriate conclusion should make some attempt at assessing the claim including comment on “fully”.

(15 marks)

AO2

Question 3 The arrest, trial and death of Jesus

0	5
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Examine the main differences between Mark’s and Luke’s account of Jesus’ crucifixion and death.

The focus is on the differences. Examine may involve giving some reason why there are differences – such as findings of redaction criticism with emphasis on aim of writer and anticipated readership.

Expect Mark’s additions of treatment by soldiers of Jesus (putting on crown of thorns, robe, hit, spat, mock worship); Identification of Simon of Cyrene as father of Alexander and Rufus; reference to name Golgotha; the crowd mocking about destroying and building Temple in three days. Veil split from top to bottom (Luke has “torn in two”); differences in words from the Cross (Why forsaken me); centurion saying Jesus was the Son of God; naming of women at crucifixion.

Expect reference to Luke’s addition of the words said to the women; the conversation with the two criminals crucified with Jesus; soldiers mocking Jesus “If you are the King of the Jews, save yourself”; the differences in the words from the Cross (Father forgive them, Today in Paradise, into your hands); centurion saying Jesus was a righteous/innocent man.

Expect clear reference to the text.

Not all differences required for Level 7.

Maximum level 5(23) if differences just identified.

(30 marks) AO1

0	6
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'The accounts of Jesus' crucifixion and death are not historically reliable.'
Assess this claim.

In support of claim expect to include the fact of differences and editors feeling able to change accounts. Question of contradiction with historical evidence (e.g. the nature of crucifixion (nail in hands).

Challenges to claim may include harmonising of apparent differences. Consistent with the historical times, including external support.

An appropriate conclusion should make some attempt at assessing the claim.
(15 marks) AO2

Question 4 The resurrection of Jesus

0	7
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Explain what Matthew and Luke teach about the person of Jesus in their accounts of the resurrection.

Matthew's teaching could include – physical/human; worship him; authority given him; obedience; always with them

Luke's teaching could include – Son of Man/Christ; prophet; explained how he fulfilled prophecy; powerful; must suffer then enter glory; physical/human; promise of Father of sending Holy Spirit; ascended; the disciples worshipped him

Expect clear reference to the text to support.
Maximum level 5(23) if answered from one gospel only.

(30 marks) AO1

0	8
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'The resurrection accounts are either historical or symbolic. They cannot be both.'
How far do you agree?

To support historical expect reference to historic detail and eye witness evidence; appeal made to empty tomb; basis of faith.

To support symbolic expect reference to supernatural therefore not literal/historical events; contradictions show not historical; problem of different accounts; parallels with myths; Mark's lack of resurrection account as earliest gospel.

To support both expect reference to historical events having a further, deeper meaning. The events were a sign and evidence for something more.

There will be an appropriate conclusion which will involve some attempt at weighing up. Expect the trigger "How far" to be considered.

(15 marks) AO2