



**General Certificate of Education
June 2013**

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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	
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
----------	----------

Examine the reasons why the original Greek texts of the synoptic gospels have been translated into different languages.

There is no original text.

Possible reasons might include:

Need to spread gospel message to wider communities than Greek speaking – Great Commission. (e.g. Jerome’s Latin Vulgate and the Peshitta)

Spread of Church (e.g. to Egypt) so an Egyptian (Coptic) version needed.

A better understanding/appreciation of the gospels

Need for use in worship

People able to study the gospels for themselves in their own language

Need for a standard text that could be used and recognised by everyone

Importance of reading in own language to build churches without destroying national/cultural identity.

If no reference to the GREEK text, max Level 3.

(30 marks) AO1

0	2
----------	----------

**‘Translations of the original Greek texts of the synoptic gospels into other languages mean that they are no longer the Word of God.’
How far do you agree?**

Credit discussion of what constitutes “the Word of God”.

Possible arguments to support view may include:

Difficulties of translating into another language/ dynamic equivalence \neq literal original language

Problems of cultural understanding

No longer have original manuscripts

Possible arguments to challenge view may include:

Adaption to language and culture will still maintain meaning/ dynamic equivalence

Work of the Holy Spirit guides translators.

(15 marks) AO2

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

0	3
----------	----------

Examine the theology and teaching found in the Parable of the Tenants in the Vineyard.

Top level answers are likely to address both theology and teaching.

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

Expect 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. recent scholarship

Credit references to recent scholarship, but these are not required.

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

0	4
----------	----------

'A true understanding of the parables can be gained only by help from scholars.'
Assess this claim.

There may be some discussion of what "true understanding" means.

Possible arguments in support might include:

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

Complex theological teaching needs experts to explain

Expect some illustrations from text as to how scholars can help given their expertise/insights to time of Jesus.

Scholars are more familiar with the material.

Alternative views may include

Can understand- basic common sense accounts.

Don't require that detailed understanding from scholarship

Word of God speaks to reader

Some parables explained by Jesus.

Spiritual truths require God not scholars to reveal meaning.

(15 marks)

AO2

Question 3 The arrest, trial and death of Jesus

0

5

Examine the teaching about the person of Jesus in Luke's account of the trial and death of Jesus.

Candidates need to focus on the PERSON of Jesus (who Jesus was and what he represented) rather than narrative.

Jewish trial:

Titles used – messiah, Son of man, Son of God, Christ a King, King of the Jews.

Jesus' understanding of messiahship different to Sanhedrin (v67-69)

From now on (v69) suggesting change is imminent.

Seated at right hand – place of honour/saving work done.

Claimed special relationship with God. Son of God – seen as blasphemy.

Did not deny it. Divine and human.

Roman trial:

Charge of King/political revolutionary. Different kingship. Pilate realises he is not a threat. Herod knows of miracles. Silent- said nothing at all. Herod not a seeker of truth.

Irony- dressed in royal robes and mocked.

Innocence emphasised. Dying in place of the guilty (Barabbas)

Death:

Prophecy of coming wrath. Refused to save himself. In control- words from Cross

Penitent thief. Kingdom/Paradise/

Darkness/temple curtain/centurion.

(30 marks)**AO1**

0

6

'The claims about the person of Jesus in Luke's Gospel are unconvincing.'
Assess this view with reference to Luke's account of Jesus' trial and death.

Possible arguments in support of view may include:

Reference to the supernatural elements of the claims

Claims are contradictory

Form and redaction show material unreliable

Theological problems arising – e.g. can God be in human form.

Alternative views:

Accounts reliable/ eyewitnesses

Jesus' life shows he is divine/ resurrection authenticates claims.

(15 marks)**AO2**

Question 4 The resurrection of Jesus

0	7
----------	----------

Examine the differences between the accounts of the resurrection appearances of Jesus as recorded in the Gospels of Matthew and Luke.

There are two accounts of appearances in each gospel.

Matthew:

Women meet Jesus, clasp his feet, worship, told to send disciples to Galilee.
The Great Commission.

Luke:

Road to Emmaus, not recognised till the breaking of bread, explained scriptures.
Appeared with them, ate fish, ascension.

Geographical differences

Credit references to the specific agendas of gospel writers.

(30 marks) AO1

0	8
----------	----------

'The differences between the resurrection accounts recorded in Matthew and Luke show that Jesus' resurrection was invented by the early church.'
To what extent do you agree?

Possible arguments to support view may include:

Can't harmonise. Contradictions. Fabricated to convince people that Jesus had conquered death. Myths expressing a spiritual belief about Jesus.

Alternative views:

Can be harmonised. Eyewitnesses. Core belief in historical event. Differences explainable. Disciples claimed it was physical and objective event.

If no reference to the differences, maximum Level 5.

(15 marks) AO2