



AS-LEVEL

Religious Studies

RSS07 New Testament

Mark scheme

2060

June 2015

Version V1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

<i>Level</i>	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**Indicative content**

Note: This content is indicative rather than prescriptive and students are not obliged to refer to all the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

Question 1 How the synoptic gospels came into being**0****1****Explain how the three synoptic gospels relate to each other.**

- The synoptic gospels are related to one another through similarities (eg words, order of stories) and differences in the narrative, language and theology. This should be illustrated by evidence from the text.
- Explanation for the similarities and differences may include:
 - Two Source theory
 - Markan priority
 - The role of Quelle (Q)
 - Matthew priority
 - Four Source theory.
- Arguments for these theories should be supported by evidence from the text.
- There may be some discussion of the different agenda / audience of the gospel writers as an explanation of the differences.

Maximum Level 4 if only similarities and differences fully discussed without any reference to possible explanations accounting for relationship.

[30 marks]**AO1****0****2****'It is good that there are three synoptic gospels.'****Assess this view.****In support**

- Three gospels give a full picture showing all the different aspects of Jesus' life and ministry.
- Students may refer to the way redaction criticism can draw out different aspects of Jesus from each gospel, leading to a fuller understanding.
- The church chose to use three synoptic gospels from very early on.

Other views

- Some students may say that having three gospels fragments and dilutes the picture of Jesus' life, ministry and teaching.
- Different accounts show apparent contradictions / differences between the synoptic accounts, leading to confusion and disagreement between Christians.

- Having three different accounts undermines confidence in the full truth of the story of Jesus.
- Early attempts to harmonise the gospels were never widely used and eventually fell out of use, eg Tatian's Diatesseron

[15 marks] AO2

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

0	3	Examine the role and purpose of the healing narratives in the synoptic gospels.
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Reference to healing narratives in the synoptic gospels but not specifically on the specification will be credited. Students may, but do not have to, separate out role and purpose.

Role

- Form part of the narrative that builds up a picture of Jesus as son of God
- Show that Jesus is the expected Messiah
- Demonstrate Jesus' divinity.
- Illustrate aspects of the Kingdom of God.
 - Not confined to Jews only
- Physical healing shows that the Kingdom is at hand.

Purpose

- To show Jesus has the power / authority to heal from God.
- To show Jesus' power over demons (Demonic).
- To show Jesus as kind / compassionate / caring.
- To demonstrate the importance of faith.
- To show that gentiles can receive healing (Centurion's Servant).

Maximum Level 3 if one or more healing miracles are merely narrated.

[30 marks] AO1

0	4
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'In this age of science, Jesus' healings need a rational explanation.'

Evaluate this claim.

Candidates may consider for whom an explanation is rational.

In support

- Science shows miracles to be impossible, so accounts of healings without rational explanation undermine the truth of the Gospels.
- Having a rational explanation would make the events believable.
- People today understand science and therefore do not accept the healing stories as true simply because they are in the Bible, so rational explanation is needed to maintain faith.
- Science cannot prove miracles are impossible, but it makes people believe that they are.
- People who do not look for a rational explanation and rely on the idea of miracles may be dangerously deterred from relying on modern medicine to treat illness.

Other views

- The healings may have symbolic meanings.
- Healing stories may be seen as 'acted parables'.
- The healings are too long ago, and the details too unclear, to give a satisfactory rational explanation.
- Science cannot disprove miracles, so unexplained healings may show Jesus' power over the natural world.
- If healings are unexplained, they maintain the possibility that Jesus has power over the laws of nature, giving believers hope.
- The quotation discounts the role of faith.

[15 marks]

AO2

Question 3 The arrest, trial and death of Jesus

0

5

Examine scholars' views of the teaching about the person of Jesus in the synoptic accounts of the crucifixion.

Answers to this will depend on the scholars that students have studied. **Reference to any relevant scholars may be credited.** Possibilities include Vermes, JD Crossan, John Drane, Charpentier, Nineham (Mark), Raymond Brown.

For example:

Drane: Focus is about the theological message of the crucifixion: Jesus' death as a battle, as an example, as a sacrifice, as a ransom, as a substitute.

Crossan: narrative weaves fact (crucifixion) with theology – Mk & Mt include Psalm 22 to show that Jesus was messiah.

Vermes & Raymond Brown: Jesus actually did recite Psalm 22 – he is the one who suffers.

Expect for **Mark's Gospel**

Son of God, Christ, human & divine, king of Jews, Psalm 22 quotations and references, significance of the torn temple veil, Jesus is the fulfilment of prophecy.

Expect for **Matthew's Gospel**

Jesus as Son of God and Son of Man, fulfilment of OT prophecy, King of the Jews, victim of the Jews, Psalm 22 quotations and references, earthquake, supernatural events. Jesus is the fulfilment of prophecy.

Expect for **Luke's Gospel**

Jesus as innocent, forgiving, in control, authority, discipleship, Christ, King, righteous man, obedient. Jesus brings the possibility of hope through repentance.

Maximum Level 3 if student discusses what synoptic accounts of the crucifixion show about the person of Jesus without reference to scholars.

[30 marks]

AO1

0

6

‘Scholars’ views of the person of Jesus are essential to an understanding of the crucifixion.’

Evaluate this claim.

In support

- Scholars have studied the history, culture, text and language of the crucifixion account and so know more than readers.
- Historical and cultural details are unfamiliar to present day readers, so scholars are required to explain them.
- Complex theological ideas about the person of Jesus cannot be understood without explanation from scholars.
- A range of scholarly views allows a modern reader of the crucifixion narratives to develop their own understanding of the person of Jesus.
- Expect some illustrations from text as to how specific scholars or scholars in general can help, given their expertise / insights to time of Jesus and the theological context.

Other views

- Scholars have different views of the person of Jesus and the theological implications of the crucifixion, so they may confuse rather than help understanding.
- The narratives are not difficult to understand, so a general reader could form a reasonable understanding of the crucifixion without help from scholars.
- Scholars may add detail, but understanding does not require that level of detail.
- God speaks to the reader through the Holy Spirit.
- Spiritual truths require God, not scholars, to reveal the meaning of the crucifixion.

Students may discuss how far they are essential or whether or not they are essential.

[15 marks] AO2

Question 4 The resurrection of Jesus

0

7

Analyse the features of Jesus' resurrection that are found only in Luke's account.

Level 7 can be gained either if students focus on just the events at tomb (Luke 24:1-12), or if they include the appearances (Luke 24: 1-end).

'Analyse' requires students to identify individual features, and to examine each one in detail in order to discover meaning. They will need to **identify, examine** and discover meaning in the features unique to Luke's gospel, which may include:

- Two men at tomb
- conversation with women, eg:
 - reminds women what Jesus said in Galilee – fulfils Jesus' own prophecy.
 - refers to Jesus as "Son of Man" – consistent with the prophecy in Luke 18:31-34 and its synoptic parallels. Luke uses this term frequently in his account.
 - "Then they remembered his words" suggests that the women are active participants rather than merely witnesses. Consistent with Luke's presentation of the role of women elsewhere.
- list of women at the tomb
- Peter runs to tomb
- Road to Emmaus account
- Jesus appears, eats and teaches
- Disciples stay in Jerusalem, eg:
 - Luke is the only evangelist for whom the resurrection appearances take place in Jerusalem and the area nearby (also Emmaus) because he seems to focus on the city as the geographical centre of Jesus' role. This may be because his dispersed gentile audience would have recognised Jerusalem as an important place whereas Galilee was a provincial backwater.
 - Luke's audience were more likely to be urban dwellers so the location of these events in a city give them more credibility.
- Ascension.

Maximum Level 4 if features are listed rather than 'analysed'.

[30 marks]

AO1

0	8
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'There is no satisfactory explanation why the synoptic accounts of the resurrection differ from each other.'

Assess this view.

In support

- If the gospels are God's word, then they shouldn't differ.
- Differences confuse readers, and this would defeat the object of writing a gospel.
- Luke starts by saying that he wishes to write an orderly account, etc so there can be no satisfactory explanation of why his gospel differs from those of Mark and Matthew.
- The differences do not add anything to a reader's understanding so there seems to be no good reason for them.
- Most differences can be harmonised, so they cannot be that significant.
- Explanations that may account for the differences (different agenda of writers, for example) are unsatisfactory.

Other views

- The agenda of each writer is essential to that gospel, so they have to be different.
- The audience for each gospel was different, so that is a good reason for them to differ.
- Different witnesses remember things differently, so they reflect the memories of the sources.
- The basic story is the same, so differences just show concerns and style of writers.

Students may suggest that there are explanations why they differ, but they are not 'satisfactory'. They may explore for whom an explanation needs to be 'satisfactory'.

[15 marks]

AO2