
AS

Religious Studies

RSS07 New Testament
Mark scheme

2060
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Version: 1.0 Final

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 Examine:

- why the synoptic gospels were put into writing
- why the writers edited the material as they wrote.

Put into writing

- Eye witnesses were dying out and the delay in the Parousia meant that teachings needed to be preserved.
- The spread of Christianity required texts for teaching and evangelism.
- Written material was needed for worship and liturgy.
- Texts were needed for apologetic purposes and to challenge heresy.

Edited material

- There were several versions of material circulating which needed editing.
- Redaction criticism suggests that each gospel writer had a specific theological aim and audience, eg Mark focusing on discipleship and writing to Christians in Rome under persecution; Luke focusing on salvation history and writing to gentile Christians; Matthew focusing on the fulfilment of prophecy and writing to Christian converts from Judaism.
- Source criticism suggests that each gospel writer had access to different sources and edited them into a coherent narrative.

Students may also comment on:

- The link between Luke's Gospel and Acts.
- The way scholarship has helped to identify the editing process (source criticism and redaction criticism).

Students should refer to the texts to support their explanation with some development.

Maximum Level 4 if reasons listed rather than examined.

Maximum Level 5 if response does not address both aspects of the question.

[30 marks] AO1

0 2 'Understanding how the synoptic gospels were written helps Christians to understand them today.'

How far do you agree?

In support

- Understanding the Sitz im Leben helps to interpret what it might mean for today.
- Understanding the transmission history helps people to see the different levels of meaning which they can apply to today.
- Scholars can help modern Christians to understand the original meaning and context so that the texts can be applied to contemporary concerns.

Other views

- The texts as they stand are fully comprehensible.
- Scholars do not agree about sources and transmission history, so they cannot help people understand.
- God speaks through the gospels for all times so the transmission history irrelevant.
- The gospels do not need to be understood because they have other purposes, eg devotional, inspirational etc.

[15 marks] AO2

Question 2 Aspects of Jesus' teaching and action, parables and healings**0 3 Examine the teachings found in the healing narratives and parables.**

Students may also refer to parables and / or healings that are not on the specification. All reasonable points should be credited. Students should refer to the text to support their explanation with some development.

Healing narratives in the specification:

- The divine authority of Jesus.
- The supernatural power of Jesus.
- Jesus is recognised even by demons.
- Jesus can command healing at a distance.
- There is a connection between faith and healing.
- Jesus' compassion.
- The kingdom is open to gentiles as well as Jews.
- They are intended to be a record of salvation history in action, which also emphasises continuity with the Old Testament tradition.

Parables in the specification:

- The kingdom of God is entered through the word of God.
- Not everyone who hears the word of God will enter the kingdom.
- The kingdom of God is open to all, and Jews do not have an automatic right to entry.
- There will be a day of judgement.

Students may also comment on:

- Common themes shared by parables and healings.
- Teachings unique to individual parables or healings.
- Differences between teachings in specific parables and / or healings.
- Healings may be seen as acted parables.

Maximum Level 4 for a merely narrative account.

Maximum Level 5 if response does not address both parables and healings.

[30 marks] AO1

| | |
|---|---|
| 0 | 4 |
|---|---|

‘A knowledge of the context is essential to an understanding of healings and parables.’

Assess this view.

In support

- Understanding the context of each narrative is necessary because modern Christians live in a different thought world.
- The time gap between first century and twenty first century Christianity means that the context needs explaining to access the message and teaching
- The context is an important part of the meaning of a parable or healing, so without an understanding of the context, meaning is lost.
- Modern Christians need to understand the context in order to apply the teaching or parables and healings to contemporary situations.

Other views

- The narratives as they stand are fully comprehensible, even to people who do not have a full understanding of the context.
- The narratives come from too long ago, so a proper understanding of the context is not possible.
- Christians might say that God gives understanding of the Bible through the Holy Spirit to all Christians, so a knowledge of the context is not essential.
- Nobody can fully understand the parables and healings because they are the work of God, so studying the context is not essential.

There may be some consideration of what constitutes ‘essential’.

[15 marks] AO2

Question 3 The arrest, trial and death of Jesus**0 5 Examine Mark's account of the arrest, trial and death of Jesus.**

Students should discuss the details of Mark's narrative with reference to the text, which may include:

Arrest

- The prayer in the Garden and the sleeping disciples (x3).
- The arrest, the slave's ear and the naked young man.

Trial

- The trial before the council, false testimony, Jesus quoting prophecy and condemnation for blasphemy.
- Peter's denial.
- Jesus before Pilate – makes no response to the charge.
- Release of Barabbas, flogging of Jesus and handing him over for crucifixion.
- The mockery of Jesus.

Death

- Carrying the cross and the conscription of Simon of Cyrene.
- Details of crucifixion and the casting of lots for Jesus' clothes.
- Mockery on the cross, final words and death of Jesus.
- Curtain of the Temple and the centurion's declaration.
- Women present.
- Taking down from the cross and burial in tomb of Joseph of Arimathea.

Students may consider some of the following:

- Why some material in Mark differs from other gospels.
- Mark's purpose for his selection and presentation of the material.
- The theological significance of specific parts of the narrative.
- The teaching about the person of Jesus in the passion narrative.

Maximum Level 4 for a merely narrative account.

Maximum Level 5 if all three are not addressed.

[30 marks] AO1

0 6 ‘Mark’s account of the arrest, trial and death of Jesus is historically accurate.’

Assess this claim.

In support

- Mark’s Gospel was written from eyewitness accounts.
- Mark is the earliest gospel so differences in other gospels are accretions.
- Internal evidence is convincing.
- Details are consistent with what we know from other sources, eg wine with myrrh was offered to condemned men before crucifixion.

Other views

- Mark has too many differences from other gospels to be certain of its accuracy.
- Mark’s purpose in writing is theological not historical so accuracy was sacrificed for purpose.
- Some parts of it do not seem to make sense, eg the naked young man.
- Some argue that there is a more accurate proto-gospel which was suppressed by the early church.

There may be some consideration of what constitutes ‘historically accurate’.

[15 marks] AO2

Question 4 The resurrection of Jesus

0 7 Explain differences between the accounts of the resurrection in the Gospels of Mark and Luke.

Students should identify and account for differences between Mark’s narrative and Luke’s with reference to the text.

- Different women at the tomb.
- Young man (Mark) vs two men (Luke).
- Details of conversation.
- What the women did.
- Peter running to the tomb in Luke
- Emmaus story in Luke only (brief outline in longer ending of Mark).
- Jesus’ appearance in Jerusalem in Luke only.
- Ascension in Luke and longer ending of Mark only.
- Appearance to Mary Magdalene (longer ending of Mark only).
- Upbraided disciples for hardness of heart (longer ending of Mark only).
- Commission to disciples in longer ending of Mark only.
- Snake handling (longer ending of Mark only).

Students may also comment on:

- Different endings of Mark relative to Luke’s account.
- Theological purpose of each gospel and agenda of each evangelist.
- Intended audience for each gospel.
- Period and context when each gospel was written / edited.
- Different use of language of each writer.

[30 marks] AO1

0 8 ‘The resurrection of Jesus cannot be historical fact.’

How far do you agree?

In support

- It contradicts science.
- It depends on accepting a supernatural event as fact.
- The accounts are contradictory, so do not provide reliable evidence.
- The resurrection appearances suggest that Jesus looked different (Emmaus) and could move through walls.
- The earliest account (Mark) does not contain any resurrection appearances, only the empty tomb.
- Resurrection stories are part of the mythology of the Ancient Near East, so the Gospels simply continue their cultural background.

Other views

- The gospels are based on the evidence of eyewitnesses.
- Resurrection is the best explanation for the empty tomb and resurrection appearances.
- Jesus’ disciples were prepared to die for their belief.
- With God, anything is possible.
- Paul’s claim that “If Christ has not been raised your faith is in vain”.

There may be some consideration of what constitutes historical fact.

[15 marks] AO2