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Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in Religious Studies (6RS04) Paper 1J New Testament

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

This generic mark scheme is to be used in conjunction with the question specific indicative mark schemes which follow. A response will be read to identify the band of the questions specific indicative mark scheme into which the response falls. The descriptors within the generic mark scheme will then be used to determine the precise mark for the response.

Assessing Quality of Written Communication
QWC will have a bearing if the QWC is inconsistent with the communication element of the descriptor for the level in which the candidate's answer falls. If, for example, a candidate's Religious Studies response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within Level 3.

Assessment Objective 1
Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate for the course of study. Candidates should also demonstrate knowledge and understanding of the connections between different elements of their course of study.

Level	Descriptor	Marks
1	**Partial attempt to offer a re-statement of some aspects of the passage, based on re-iteration and simple comprehension. Limited and unstructured knowledge of examples and/or evidence relevant to the meaning of the passage.** **The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.** **Low Level 1: 1-2 marks** mostly an attempt to re-iterate or reword some of the contents of the passage, without further elaboration; expression lacks clarity; not entirely worthless **Mid Level 1: 3-4 marks** simple restatement of some of the contents of the passage; random, fragmented, mainly unrelated information from beyond the passage used to support comprehension; expressed imprecisely **High Level 1: 5-6 marks** basic restatement of the contents of the passage showing simple comprehension; mainly unstructured but relevant information from beyond the passage to support comprehension; expressed with limited clarity	1-6

2	**Uncritical presentation of the argument/interpretation of the passage; limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding; over reliance on repetition of the chosen passage.** **The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.** **Low Level 2: 7-8 marks** simple identification of the argument/interpretation in the passage; some links to limited but relevant evidence/examples from beyond the passage; over-emphasis on repetition/rephrasing of the text; some basic clarity of expression **Mid Level 2: 9-10 marks** identification and re-statement of the argument/interpretation in the passage; organised to show some awareness of the contents of the passage; a selection of mainly relevant evidence/examples from other sources linked with the argument; expression lacks clarity but the overall meaning is accessible **High Level 2: 11-12 marks** re-statement and elaboration of the argument/interpretation in the passage; linked with a limited selection of relevant evidence/examples from other sources; organised simply to show basic understanding of the contents of the passage; expressed with sufficient accuracy to make the meaning clear	7-12

3	**Presentation of a selection of relevant evidence and examples, drawing on different elements in their course of study, which reflect a basic understanding of the argument/interpretation of the passage; some use of specialised religious language in appropriate contexts.** **The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors** **Low Level 3: 13-14 marks** a general but partial explanation of the argument/interpretation in the passage; supported by relevant evidence/examples from other areas of the course of study; organised and expressed with adequate clarity using a limited range of technical terms **Mid Level 3: 15-16 marks** a clear and valid explanation of the argument/interpretation in the passage; with links to elements of other areas of study to provide elaboration; expressed clearly with some technical terms used appropriately **High Level 3: 17-18 marks** a basic understanding of the argument/interpretation in the passage; explained by reference to links to other areas of study; expressed clearly using appropriate technical terms	13-18

4	**Clear understanding of the main point(s) and key idea(s) of the argument/interpretation of the passage, deploying material from different elements of their course of study; set in an appropriate context, with some analysis of key concepts; using relevant religious terms.** **The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.** **Low Level 4: 19-20 marks** basic but clear understanding of the main point(s) of the argument/interpretation in the passage; supported by and linked with material from different areas of study; deployment and minimal explanation of some key ideas and concepts relevant to the passage; expressed clearly using appropriate technical terms in context **Mid Level 4: 21-22 marks** clear understanding of the main point(s) of the argument/interpretation in the passage; elaborated by links with material from different areas of study; use and explanation of key ideas and concepts relevant to the passage; clearly and accurately expressed using technical terms **High Level 4: 23-24 marks** clear and focused understanding of the main point(s) of the argument/interpretation in the passage; explained by reference to ideas from different areas of study; some analysis of key ideas and concepts relevant to the passage; expressed accurately and clearly using technical language	19-24

5	**Comprehensive understanding of the argument/interpretation of the passage, demonstrated through clear and critical analysis; applying principles/ideas from different elements of their course of study; and proficient use of religious language, discussed within a wider context.** **The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.** **Low Level 5: 25-26 marks** analysis of the key issues in the passage; supporting clear understanding of the argument/interpretation; explained by reference to ideas from other areas of the course of study; showing some breadth and/or depth of understanding; clear and concise, expressed using technical language widely **Mid Level 5: 27-28 marks** thorough analysis of the key issues in the passage; showing a clear understanding of the argument/interpretation; explained by comparison or contrast with ideas from other areas of the course of study; showing breadth and/or depth of understanding; clear and concise, expressed straightforwardly using technical language widely **High Level 5: 29-30 marks** critical analysis of the key issues in the passage; focused on a coherent discussion of the argument/interpretation; explained cogently by applying ideas from other areas of the course of study; showing considerable breadth and/or depth of understanding; a clear and comprehensive response to the task; expressed succinctly with skilful use of technical language	25-30

Assessment Objective 2
Critically evaluate and justify a point of view through the use of evidence and reasoned argument. Candidates should also relate elements of their course of study to their broader context and to aspects of human experience.

Level	Descriptor	Marks
1	**An attempt to offer a personal response to the topic or theme of the passage, but largely unsupported by evidence or argument; showing marginal awareness of the implications of the expressed viewpoint for its broader context and in relation to aspects of religion and human experience; imprecisely expressed.** **The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.** **Low Level 1: 1 mark** token awareness of the view(s) expressed in the passage; a personal response with little or no justification; marginal awareness of any possible link between the issue in the passage and a wider issue of religion and/or human experience; expressed without clarity or direction **Mid Level 1: 2-3 marks** minimal awareness of the view(s) expressed in the passage; a response expressed as a personal point of view; with limited justification by reference to an argument; evidence of awareness of a possible link between the subject of the passage and a wider issue of religion and/or human experience; expressed imprecisely **High Level 1: 4-5 marks** a personal opinion relevant to the view(s) expressed in the passage; partly justified by reference to a relevant argument or piece of evidence; marginal understanding of the possible impact of the opinion/subject of the passage on a wider issue of religion and/or human experience; expressed with limited clarity	1-5

2	**A basic response to the view(s) expressed in the passage, based on limited evidence or argument; a point of view with a simple justification based on a limited range of evidence and/or reasons; an attempt to consider a possible implication of the expressed viewpoint for its broader context; or in relation to aspects of religion and/or human experience; communicated within a framework which makes the meaning sufficiently clear.** **Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.** **Low Level 2: 6 marks** limited discussion of the view(s) expressed in the passage; a personal response supported by minimal related evidence or argument; an attempt to make a possible link between the expressed viewpoint and some aspect of a wider issue related to religion and/or human experience; expressed with adequate clarity **Mid Level 2: 7-8 marks** a basic discussion of the view(s) expressed in the passage; a personal response supported by at least one relevant argument or piece of evidence; a relevant link made between the expressed viewpoint and a wider issue related to religion and/or human experience; expressed within a sufficiently clear framework **High Level 2: 9-10 marks** a justified response to the view(s) expressed in the passage; supported by some relevant evidence, examples or reasons; an attempt to consider a possible implication of the expressed viewpoint for a wider issue related to religion and/or human experience; expressed clearly	6-10

3	**Justification of a point of view using evidence and relevant argument; based on an attempt to offer a simple critical assessment of the view(s) expressed in the passage; with some evidence of awareness of some of the possible implications of the expressed viewpoint for its wider context in relation to aspects of religion and/or human experience; expressed clearly and accurately, using some technical vocabulary.** **The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.** **Low Level 3: 11 marks** a point of view supported by reference to evidence and argument; based on an attempt to make a simple but relevant assessment of the view(s) expressed in the passage; a basic awareness of a possible implication of the expressed viewpoint for an aspect of religion and/or human experience; expressed clearly and accurately with occasional use of technical terms **Mid Level 3: 12-13 marks** a point of view justified by deploying appropriate evidence and reasons; based on an assessment, with reasons, of the view(s) expressed in the passage; a clear awareness of one or more implication(s) of the expressed viewpoint for aspects of religion and/or human experience; expressed clearly and accurately with some use of technical terms **High Level 3: 14-15 marks** a point of view justified by cogent evidence and reasoning; based on an attempt to assess critically the view(s) expressed in the passage; showing a basic understanding of the implication(s) of the expressed viewpoint for aspects of religion and/or human experience; expressed clearly and accurately with good use of technical language	11-15

4	**A critical evaluation of the point of view expressed in the passage, based on coherent discussion, by reference to alternative approaches to the theme/topic; a statement of the candidate's own stance, based on reasoning and supported by evidence and argument; discussion of possible implications of the expressed viewpoint in relationship to religion and human experience; expressed accurately and fluently, using a range of technical vocabulary.** **The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.** **Low Level 4: 16 marks** a critical assessment of the viewpoint(s) expressed in the passage; supported by coherent discussion and typically based on an analysis of alternative approaches; leading to a clearly expressed point of view justified by reasoning and evidence; a consideration of some possible implications of the expressed viewpoint for religion and human experience; focused response to the task, expressed carefully with frequent use of technical language **Mid Level 4: 17-18 marks** a sound attempt at an evaluation of the viewpoint(s) expressed in the passage; supported by coherent and reasoned discussion; typically based on a critical analysis of alternative approaches; leading to a clearly expressed point of view justified by careful reasoning and evidence; discussion of potential consequences of the point of view for religion and human experience; extensive response to the task, expressed fluently with wide use of technical language **High Level 4: 19-20 marks** a comprehensive response to the task; a careful, critical evaluation of the viewpoint(s) expressed in the passage; based on a detailed analysis and reasoned discussion of alternative approaches; leading to a cogently justified point of view; an attempt to analyse potential consequences of the point of view in relation to religion and human experience; expressed clearly and concisely with skilful use of technical language	16-20

Each level descriptor above concludes with a statement about written communication.

These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose religious understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level.

However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the religious thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

New Testament

Examiners should be reminded that any legitimate approach to the clarification and discussion of this passage must be rewarded, and that there is no need for candidates to cover every idea mentioned in the extract.

Level	Descriptor **AO1**	Marks
1	Candidates are likely to re-tell the key ideas of the passage but without demonstrating understanding of the theological arguments within it. • The response is likely to be unstructured and make simple reference, for example, how the gospels support and explain these ways of understanding Jesus' death.	1-6
2	Candidates are likely to have correctly identified one or two key ideas but will rely a good deal on repetition of the passage and on linking basic narrative detail from the New Testament by way of illustration. • Candidates may offer further examples ideas from the text such as the way in which Jesus' death is linked with ideas from the Old Testament. • They may discuss the concept of sacrifice in more detail.	7-12
3	Candidates are likely to have correctly identified a range of key ideas, whilst still relying to some degree on narrative detail from the New Testament. • They may develop some of the purposes for Jesus' death as identified in the passage. • Candidates may consider other examples not listed. • They may explore the relationship between these ideas and Jesus' understanding of his death. • They may explore some theology behind the religious reasons for Jesus' death.	13-18
4	Candidates are likely to have developed key ideas such as: • the ways in which Jesus appears to defeat evil • what it means to speak of Jesus as an example • how Jesus' death differs from that of other forms of sacrifice • what it means to speak of atonement.	19-24

5	Candidates may offer comprehensive understanding and interpretation of the passage. • They may examine in detail the references outlined in the extract and make links with the article as a whole. • Candidates may explore the question of the gospel accounts of Jesus' death. • Candidates are likely to draw extensively from their knowledge of the gospel they have studied for Unit 3. • Candidates are likely to show an understanding of elements of Jesus' identity as the Suffering Servant and/or the new Passover Lamb. • At this level, candidates may make some reference to the suggestion of the Gospel writers that the reasons for Jesus' death were not understood by the disciples at the time.	25-30

Level	Descriptor **AO2**	Marks
1	Candidates are likely to have placed heavy reliance on the passage with little or no attempt to make a personal response or to highlight scholarly views. • A simple observation about the implications of understanding Jesus' death in one or more of these ways, such as whether it is realistic to speak of evil having been defeated.	1-5
2	Candidates are likely to express a simple view regarding the key ideas of the passage. • Candidates may recognise the implications for disciples of Jesus' death as an example to be followed. • They may make a basic observation about the implications of the different emphases of the gospel writers concerning the meaning of Jesus' death.	6-10
3	Candidates are likely to have offered more than one response supported by scholarly views and personal opinion regarding the theological argument of the passage. • Candidates may make reference to the work of other scholars studied regarding the interpretation of Jesus' death. • At this level, candidates may refer to the wider implications for Christian belief, practice and behaviour by belief in the necessity and meaning of Jesus' death. • Candidates may make a simple suggestion regarding the implications of the New Testament writers' presentation of Jesus' death in the crucifixion narrative.	11-15
4	Candidates are likely to offer clear evaluative responses to the theological arguments in the passage, supported by use of scholarly contributions alongside informed and reasoned personal opinion, and arriving at a balanced conclusion. • They may consider the wider problem of New Testament reliability, for example, weighing up the relative reliability of how the different gospel writers have presented the death of Jesus and how far the interpretations are the product of early church considerations. • Candidates may consider the implications of how the New Testament teachings lead to the	16-20

	development of the doctrines of atonement and salvation. • Candidates may consider whether modern readers appreciate the complex background to Jesus' death. • Candidates may attempt to reach some conclusions based on the rest of the article and others in the anthology.	

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