



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

**Mark scheme
January 2004**

GCE

Religious Studies

Unit RS03

Copyright © 2004 AQA and its licensors. All rights reserved.

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

Marks for 15-mark questions are shown in brackets

| Level | AS Descriptors for Quality of Written Communication in AO1 and AO2 | AS Descriptor AO1 | Marks | AS Descriptor AO2 | Marks |
|-------|--|---|-----------------|---|-------|
| 5 | Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling punctuation and grammar. | A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples. | 13-15 [9-10] | A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments and are critically analysed. A process of reasoning leads to an appropriate conclusion. | 13-15 |
| 4 | Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar. | A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples. | 10-12 [7-8] | A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning. | 10-12 |
| 3 | 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. | A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding. | 7-9 [5-6] | Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence. | 7-9 |
| 2 | 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. | An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence. | 4-6 [3-4] | A simple argument, with some evidence in support. | 4-6 |
| 1 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Isolated elements of accurate and relevant information. Slight signs of understanding. | 1-3 [1-2] | A few basic points which are relevant, but no real argument. | 1-3 |
| 0 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Nothing of relevance. | 0 | No attempt to engage with the question or nothing of relevance. | 0 |

RS03: *An introduction to the New Testament*

- 1 *Read the passage and answer questions (a) and (b) which follow.*

“Both Paul and the Gospel writers record accounts of the resurrection of Jesus. However they present their accounts in different ways, reflecting their different aims and interests. Paul tries to prove the resurrection, whilst Matthew just gives an account of the events.”

- (a) *Explain why it is important for Paul to try to prove the resurrection.*

Importance within the context of 1 Corinthians 15¹⁻²⁸

Importance within the wider framework of 1 Corinthians.

Importance within the framework of Paul’s Kerygma.

Importance within the framework of Paul’s missionary work.

Importance to his own status / conversion.

Maximum Level 3 for only one area.

Maximum Level 5 if two areas.

Maximum Level 5 if fully related to 1 Corinthians 15 text / setting.

(10 marks) AO1

- (b) *With reference to Matthew’s account of the resurrection, outline the evidence for the resurrection of Jesus as a physical event.*

Matthew 28

Physical events – rolling back of stone / tomb empty

Eye witnesses – women / guards

Speaking and touching Jesus

Appearance to disciples.

Maximum Level 3 if not shown how the material is evidence but just listing relevant account.

(10 marks) AO1

- 2 (a) *What evidence is there to support the view that Matthew's account of the parable of The Great Feast was written for Jews, and Luke's account of the same parable was written for non-Jews?*

Matthew 22¹⁻¹⁴; Luke 14¹²⁻²⁴

Jewish

- Kingdom of heaven
- Wedding banquet
- King
- Servants killed
- Burned city
- Filled hall
- Wedding clothes (can be included)

Non-Jewish

- Kingdom of God
- Poor
- Still room

Maximum Level 3 if only highlighted material without explaining why it is evidence.

Maximum Level 3 if no reference specifically to parables but given general Jewish / non-Jewish characteristics.

(15 marks) AO1

- (b) *"Jesus' parables are difficult to interpret and understand."*

With reference to the parable of The Sower, explain why this statement might be made, and assess how far it is true.

Explain

Explanation was needed to understand it (in text)
 Explanation may be Early Church rather than Jesus
 Symbols / background far removed from present day
 Critical studies suggest layers of interpretation possible
 Disputed ways of interpreting parables, e.g. allegory / one point only
 Discussion about Mark 4¹⁰⁻¹²

Level 2 maximum if no reference to The Sower.

(10 marks) AO1

Assess

Yes the above are problems and valid (expansion)

No critical evaluation of above arguments

Positive reasons - message is clear / use rest of Scripture to interpret /
 Church authority / Holy Spirit interprets, etc.

(15 marks) AO2

- 3 (a) ***How does Matthew's account of the healing of the Centurion's Slave differ from Luke's account?***

Differences:

Who asks? Elders / Centurion

Matthew does not give details of Centurion as builder of synagogue, has slave ill rather than servant about to die

Matthew has no conversation with friends sent by Centurion

Matthew has Jesus staying at Capernaum and not leaving to see slave

Matthew has Old Testament references

Matthew heightens miracle – at that very hour

If general themes only, maximum Level 2.

(15 marks) AO1

- (b)(i) ***Examine the teaching about the person of Jesus in these accounts.***

Matthew 8: 5-13; Luke 7: 1-10

Healer / miracle worker / supernatural powers / link with God / compassion / with authority / demands faith / judgement link / to be obeyed.

(10 marks) AO1

- (b)(ii) ***Assess the extent to which differences between these accounts raise problems for 21st century readers.***

Does raise problems

Which is correct?

Were writers free to create?

How can we determine what happened?

Problem of supernatural

Problem of presentation of Jesus

Responses to these arguments and discussion about 21st century reader.

e.g. Will depend if believer, etc regards reader's response.

(15 marks) AO2