

GCE 2005  
*January Series*



# Mark Scheme

## Religious Studies Specification

### RS03 An introduction to the New Testament

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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.

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*Dr Michael Cresswell Director General*

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## Examination Levels of Response

### Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 10-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.	<b>13-15</b> <b>[9-10]</b>	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.	<b>13-15</b>
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.	<b>10-12</b> <b>[7-8]</b>	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.	<b>10-12</b>
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.	<b>7-9</b> <b>[5-6]</b>	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.	<b>7-9</b>
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.	<b>4-6</b> <b>[3-4]</b>	A simple argument, with some evidence in support.	<b>4-6</b>
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.	<b>1-3</b> <b>[1-2]</b>	A few basic points which are relevant, but no real argument.	<b>1-3</b>
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.	<b>0</b>	No attempt to engage with the question or nothing of relevance.	<b>0</b>

**RS03: An introduction to the New Testament**

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

*“The Early Church would have been interested to learn details of Jesus’ birth and childhood. It is not surprising that, in response to this interest, Matthew included information and comments about Jesus’ birth in his gospel.”*

- (a) *Explain what may be learned about the person of Jesus from Matthew’s Birth narrative.*

**Text: Matthew 1<sup>1</sup> – 2<sup>23</sup>**

Expect some of the following:

Special in some way – angels / King / worshipped / Virgin birth / link with Holy Spirit / divine.  
Titles may reveal person - Immanuel / God with us / Son of God / Christ (messiah)  
Historical / human figure (born of Mary / Bethlehem) / Jewish.  
New Moses

Level 3 maximum if general and no reference to text material made.

Level 5 possible for breadth or depth.

**(10 marks) AO1**

- (b) *Explain why some readers see Matthew’s Birth narrative as historically unreliable.*

Expect some of the following:

Unreliable because:  
Contents supernatural – angels / virgin birth  
Fabricated to fit Old Testament prophecies  
Different from Luke’s account  
Written long after events  
Midrash – Old Testament story of Moses  
Not supported by history – slaughter / star  
Similar to myths in other cultures

Maximum Level 3 if only one area fully discussed.

Level 5 possible for 3 areas discussed.

Level 5 for breadth or depth.

**(10 marks) AO1**

- 2 (a) *Explain the teaching about the Kingdom of God that is found in the healing of the Centurion’s Slave.*

**Text: Matthew 8<sup>5-13</sup>, Luke 7<sup>1-10</sup>**

Kingdom open to Gentiles – centurion / Jews expelled  
Kingdom involves completeness / wholeness – healing  
Entry to Kingdom – faith  
Jesus’ role in Kingdom – authority / word

Not all required for Level 5.

Maximum Level 3 if not related Kingdom teaching to text.

No credit if just recounted the story.

**(15 marks) AO1**

- (b)(i) ***Outline the ways in which critical approaches, such as form and redaction criticism, help an understanding of the miracle stories.***

Understanding process by which material has been transmitted  
 Understanding layers of different possible meanings and purposes and audiences  
 (3 Sitzen im Leben)  
 Understanding different sources and origins  
 Understanding narrative construction and characters  
 Understanding what original may have been

Level 3 maximum if only one understanding fully discussed.

(10 marks) AO1

- (b)(ii) ***Assess how far such approaches are essential to understanding these stories.***

**Assessment**

Level 2 if developed using part (b)(i) material / very basic statement of two views.  
 For Level 3 and above expect challenge to findings (e.g. assumptions of critical approaches challenged)  
 e.g. View of Bible as Word of God  
 Unjustified challenge to people's faith, etc.

(accept Johannine material if included)

(15 marks) AO2

- 3 (a) ***Explain what may be learned about the person and work of Jesus from Luke's Resurrection narrative.***

**Text: Luke 24**

NOTE: candidates may treat person and work **together**  
 Level 3 maximum if listed rather than explained / developed  
 Level 3 maximum if only discussed person OR work

**Person**

Son of Man / Christ  
 Prophet  
 Powerful  
 Physical / human  
 Ascended

**Work**

Deliberate / must happen  
 Redeemer  
 Christ / fulfilled Scripture  
 Recognised in breaking of bread (Eucharist / Church) and the word of scripture  
 Repentance and forgiveness of sins  
 Sending disciples out / promise of Holy Spirit

(15 marks) AO1

- (b) *“Luke clearly believed that Jesus actually rose from the dead and physically appeared to people.”*

*Outline the evidence for this view, and discuss how far you agree with it.*

**Explain from text Luke 24**

**Outline**

Tomb empty

Message of the two men (angels)

Peter visits tomb

Physical at Emmaus / walked / ate / talked

Fulfilled prophecy

Appear in room to disciples / Touch / see wounds

Not a ghost / flesh / ate

Physical / visible ascension

**(10 marks) AO1**

**Assessment**

Level 2 if developed using the above, or very basic statement of two views, or given very general argument about the Resurrection.

For Level 3 expect challenge to above.

e.g. Resurrection not possible.

Visions / hallucinations (especially Verse 23)

Symbolism in the account

Inconsistencies in the account (e.g. recognised / not recognised)

**(15 marks) AO2**