

General Certificate of Education

Religious Studies 5061

RS03 An introduction to the New Testament

Mark Scheme

2006 examination – January series

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.

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

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.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments 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 parts (a) and (b) which follow.*

'Mark's Gospel is sometimes called a gospel of miracles because so much of it records miraculous events. Most scholars believe that there is a direct connection between the account of Jesus' miracles and the announcement of the coming of the Kingdom of God.'

(a) *Explain what the account of the miracle of Legion teaches about the Kingdom of God.*

Signs that the Kingdom had arrived—power over evil
Arrival of the Messiah who would bring in the Kingdom—Son of the Most High God
Extent of the Kingdom—for non-Jews as well as Jews
Message of the Kingdom—mercy, what Jesus had done.

Maximum Level 3 if only one aspect discussed.
Maximum Level 3 if no reference made to text.

(10 marks) **AO1**

(b) *Explain why some readers see the account of this miracle as historically unreliable.*

Rejection of supernatural and breaking laws of nature
The unusual elements in story—killing pigs / Legion telling others
Myth and insight from critical approaches to text.

Maximum Level 4 for one area fully discussed.

(10 marks) **AO1**

2 **(a)** *Identify and explain the evidence to support the view that Matthew's Birth narrative was written for Jews and that Luke's was written for non-Jews.*

Matthew

Old Testament references, fulfilment
Jewish symbolism (names / angels, star, gifts)
New Moses motif
Jewish titles (Messiah, Son of David).

Luke

Jesus is for all people (shepherds / changes the message of the angel from reference to "Israel" to "all men" / universal setting of Roman census)
Written from Mary's view (women feature)
lack of Old Testament references.

Maximum Level 4 (10 marks) if only one gospel discussed.
Maximum Level 4 (10 marks) if no reference to text.

(15 marks) **AO1**

- (b) *'The main aim of John's Prologue is to present Jesus as divine.'*

Explain why this claim might be made, and assess how far it is true.

Explanation

Evidence from text that Jesus was divine
For example:
Logos
Pre-existent
Creator
Giver of life
Light
Son of God,

Expect either depth or breadth for Level 5.

(10 marks) AO1

Assessment

Support view

Focus of account as above

Questioning view

Discussion about Jesus as flesh
Unrecognised and rejected
Dwelt—human rather than divine

Other aims

For example:
Counter Baptist sect
Superiority over Judaism
Introduce main themes of gospel
Material for both Jews and Greeks,

Discussion about “main” aim.

(15 marks) AO2

- 3 (a) *Examine the main themes in Luke's presentation of Jesus' resurrection.*

Apologetic
Jerusalem focus and link with Acts
Women
Holy Spirit
Joy
Breaking bread and church rite
Universal, etc.

Maximum Level 3 if no reference made to text.
Expect four areas discussed for Level 5.

(15 marks) AO1

- (b) *‘Matthew wrote his Resurrection narrative to show the role and importance of the Church.’*

Explain this statement, and assess the claim that this was Matthew’s only aim in writing this narrative.

Explanation

Evidence from text

Authority given to Church to act as Christ on earth (roles of Jesus now given to Church)

Discipleship is through the Church

Entry into Church through baptism

Church’s mission to teach and convert

Risen Christ found in midst of Church community

Expect three areas discussed for Level 5.

(10 marks) AO1

Assessment

Support for view

Main focus, aim of gospel as whole, other accounts of resurrection so not just writing a historical account of events.

Other aims

Focus on person of Jesus, links with Judaism and Old Testament

Anti Jewish

Show Jesus had physical resurrected body

Discussion about “only” aim

Discussion of problem of judging possible aims.

(15 marks) AO2